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ABSTRACT

This book is a directory of about 1,100 discretionary projects supported by the Office of Special Education Programs and focuses on projects concerned with research, innovation, and evaluation. This first volume of four total presents projects categorized in the following two discretionary programs: "Research and Innovation To Improve Services and Results for Children with Disabilities," and "Studies and Evaluations." The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under the Individuals with Disabilities Education Act. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and early intervention services to infants and toddlers with or at risk for disabilities. Projects are grouped within the specific programs and competitions under which they were funded. Provided for each listing is the following information: grant number, project title, project director, address and other contact information, beginning and ending dates, and an abstract presenting the project's intended purpose, method, and products. Four indexes enhance access: a project director index, an organization index, a state index, and a subject index. (DB)

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ED 462 770

DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER
THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR [illegible]

RESEARCH, INNOVATION, AND EVALUATION

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2001

RESEARCH, INNOVATION, AND EVALUATION

PREPARED BY
RAY ORKWIS, JUDI DECARME, AND JEANNE GLOVER
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

IDEAs that Work
U.S. Office of Special Education Programs

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

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Council for Exceptional Children

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RESEARCH, INNOVATION, AND EVALUATION

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INTRODUCTION

This directory, which is presented in four separately published sections, describes almost 1,100 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the original IDEA, but for the purposes of this directory, they are grouped into four sections representing the seven program areas of IDEA, Part D:

1: **Research, Innovation, and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, Parent Information, and State Improvement** (which covers three programs: *Technical Assistance and Dissemination*; *Parent Training and Information*; and *State Improvement Grants*)

4: **Technology and Media Services**

This section of the directory, "Research, Innovation, and Evaluation," presents projects categorized in the following two discretionary programs: *Research and Innovation to Improve Services and Results for Children with Disabilities* and *Studies and Evaluations*. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Within this section of the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

RESEARCH AND INNOVATION

84.023C and 84.324C Field-Initiated Research Projects

Grant Number: H023C970032

The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

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Beginning Date: 10/01/97
Ending Date: 9/30/02

OSEP Contact: Gail Houle
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Purpose: The project will test an individualized, family-focused, developmental approach to earliest intervention in terms of its effectiveness for prevention of later disability.

Method: An inner city Boston sample of 40 medically low-risk preterm infants with gestational ages of less than 34 weeks will be randomly assigned to a control and an intervention group on admission to the hospital. The control group will receive standard hospital care but the intervention group will receive developmental intervention consisting of formal behavioral observations from admission to discharge. Prior to discharge, an Individualized Infant Family Service Plan will be developed supporting the transition from hospital to community.

Products: It is expected that this study will contribute to the understanding of the neurodevelopment of preterm children, improve their outcome, and make available a cost-effective earliest intervention approach.

Grant Number: H023C970103

Risk and Resilience of Behavior and Adjustment Problems in Students with and without Disabilities

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Beginning Date: 9/01/97
Ending Date: 8/31/02

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Purpose: This study will generate information to develop assessment and intervention strategies that prevent or ameliorate adjustment problems during middle childhood and early adolescence.

Method: The study will examine developmental trajectories of students with disabilities and identify factors that contribute to or buffer against adjustment disorders. It will also identify factors that contribute to subsequent special education placement or severe adjustment problems for nondisabled students.

Products: The study has three expected outcomes: identification of risk profiles, identification of factors that prevent or ameliorate disorder, and information about how classroom social contexts can be manipulated to prevent or inhibit the development of disorder. Findings will help develop an assessment battery, intervention strategies to help prevent adjustment disorders, and school violence prevention strategies.

Grant Number: H324C980039

Prereferral Assessment and Tutorial Intervention for Students with Reading Disabilities

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Beginning Date: 8/01/98
Ending Date: 7/31/03

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Purpose: This project will apply research on phonological skills in a specialized prereferral and intervention package by investigating the validity of prereferral assessment procedures and the effectiveness of intervention delivered by nonprofessional tutors for primary-aged students with possible learning disabilities. The research objectives are to develop and test a prereferral process to identify students with special problems in beginning reading and investigate an individual tutoring treatment for students who have been identified with beginning reading problems.

Method: A 5-year longitudinal design with repeated measurement of multiple cohorts will be used. The study will examine the nature of an "extraordinary" treatment, such as providing individual tutoring early to enable students to catch up with their peers, and the feasibility of its implementation in typical urban school settings. The study will examine a remedial program, Sound Partners, to extend phonological awareness instruction to first and second grade students. Program variables to be studied include the intensity, timing, and components of instruction. A total of 170 students will receive the intervention. All students will be drawn from elementary schools in the Seattle School District from neighborhoods with high enrollments of low-income and minority students.

Products: Products of the project will be a prereferral screening and assessment procedure to predict reading disabilities in primary-age students; a first- and second-grade tutorial reading intervention, including versions for use by peer tutors; and journal articles and presentations on project findings.

Grant Number: H324C980075

A Longitudinal Study of the Policy Outcomes Associated with State Legislation for Reforming Special and General Education

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This four-year longitudinal study will explore the degree and manner in which outcomes associated with the initial implementation and intent of Vermont's Act 230 — under which state schools were to establish comprehensive systems of educational services to increase the capacity of general education to meet the diverse needs of students with and without disabilities and to stabilize state-funded special education expenditures — have been adapted and sustained over time, and to identify factors which appear to promote or inhibit the sustainability of these outcomes at both individual and systemic levels.

Method: This current study follows up on a statewide evaluation that examined outcomes associated with the initial implementation of Act 230. It will use a multifaceted research design incorporating qualitative and quantitative data collection and analysis procedures. Five substudies will examine different aspects of the longitudinal implementation of Act 230 and will enable the study's overall purpose and research questions to be addressed.

Products: Preliminary analyses of the data will be shared with teacher collaborators, study participants, and other stakeholders through focus group meetings and state level policy forums. The final year of the project will be devoted to preparing final reports of all findings and disseminating these to policy makers, educators, researchers, and family members in Vermont and throughout the nation.

Grant Number: H324C980092

Neuropsychological Development of School-Age Children Prenatally Exposed to Cocaine

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Beginning Date: 7/01/98
Ending Date: 6/30/02

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Purpose: This project will determine the extent to which known levels of late trimester cocaine-exposure contribute to the developmental status of nine-year-old children. A longitudinal follow-up on children with known exposure levels will be examined relative to a group of children who were not exposed to cocaine and who are matched on gender, and age of mother. The developmental status and school behavior of the children will be studied in conjunction with environmental variables thought to be important factors in both early birth and later developmental outcomes to assess the importance of cocaine-exposure as one of the determinants of developmental status.

Method: Multivariate analyses will be conducted to estimate the relative risk of the two groups for both unique and combined developmental delays, to identify maternal and environmental covariates which may explain variance in the higher risk cohort, to evaluate teacher reports on child behavior at the age of nine, and to determine through multivariate procedures the strongest predictors of these outcomes.

Products: The project will determine and describe the developmental status of two groups of nine-year-old children (low-cocaine-exposed and low-non-illicit-drug-exposed) in the areas of intelligence, academic achievement, language, attention, behavior, fine motor functioning, and physical development. A model will be developed to identify antecedent factors and latent variables which account for developmental status and school performance. The model will include multiple predictors such as exposure to drugs and family factors.

Grant Number: H324C980115

Resilience in Students with Traumatic Brain Injury (TBI): A Longitudinal Investigation

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project will track post-secondary outcomes for students with traumatic brain injury (TBI) and will identify factors that contribute to resilience in these individuals. Project results will allow educators and community service providers to concentrate resources on those interventions that promote successful adult adjustment.

Method: The project will employ quantitative and qualitative research methodologies. A subject sample of 120 secondary students with TBI will be chosen, representing characteristics that are crucial to the investigation of resilience in this population. Data gathered from the measures during the project will be summarized and comparisons of transition outcomes will be conducted. To gain a greater understanding of the interaction of factors on resilience in individuals with TBI and to document the effect of special education interventions, qualitative data will also be collected on what specific factors appear to contribute to or impede resilience.

Products: The detailed, longitudinal information about outcomes for students with TBI will be useful to educators, community service providers, employers, and medical personnel throughout the country. Educators, students with TBI and their families will benefit from information about the type of school-based services that are beneficial to students with TBI when they reach adulthood. The qualitative component of the project will yield information about specific features of these services and details of their implementation that enhance their effectiveness.

Grant Number: H324C980118

Preventing Reading Failure in At-Risk Kindergarten Children

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Beginning Date: 8/15/98
Ending Date: 8/14/02

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Purpose: The purpose of this project is to prevent the development of reading disability and related problems in at-risk, disadvantaged minority student, preventing their placement in special education. The project will partner with two elementary schools, one predominantly serving Hispanic children, and the other African-American children. Kindergarten teachers in these schools will work with project staff to implement a research-based phonological awareness program in their classrooms.

Method: Participating kindergarten teachers will be taught the research-based intervention and will design their own lesson plans based on the intervention manual but tailored to their own needs and situations. Kindergarten children will be screened to assess their risk for reading failure and then randomly assigned to experimental and treated control groups, and the teacher will implement the intervention. The two groups of children will be assessed with multiple measures in kindergarten, first, and second grades.

Products: Expected outcomes and products will include direct benefits for 160 disadvantaged minority children with regard to reading mastery, possibly more if the intervention is sustained over time, and participating kindergarten teachers will gain enhanced knowledge and skills. "Teacher evaluated" lesson plans will be published, as will an accompanying teacher manual related to the intervention.

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3) the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: H324C990012

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

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Beginning Date: 4/01/99
Ending Date: 3/31/03

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Purpose: This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

Method: The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement measures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

Products: The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

Grant Number: H324C990018

Secondary Special Education Students' Performance in Block vs. Traditional Schedules

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project will study and develop preliminary answers to four critical questions: 1) To what extent do special education students participate in block scheduled classes? 2) What differences, if any, exist in the performance patterns of special education students enrolled in various block schedule configurations compared to special education students' performance patterns in secondary schools that follow a traditional class schedule?

3) How do the performance patterns of special education students in block scheduled schools compare with the performance patterns of their non-special education classmates? and 4) How do the performance patterns of special education students in traditionally scheduled schools compare with the performance patterns of their non special education classmates?

Method: This project will select a stratified random sample (rural, suburban, urban) of eight Wisconsin secondary schools that followed a block schedule for four or more years (ensuring sufficient time for effective implementation) and eight that follow a traditional schedule. From their pool of 12th graders, a random sample of 360 special education students will be drawn, stratified across exceptionality categories and 360 non-special education 12th graders stratified across college prep and tech prep career paths. The total "n" for this phase of the study is 720. From the pool of educators serving the 12th graders in the sample schools, a selection of a random sample of 180 staff will be made, stratified across block and traditional schedules and across employment roles. A pilot test will be developed and student data collection protocols will be revised. Data will be collected containing students' and districts' records on key dependent and independent variables. A written survey will be designed, piloted, revised, and administered to the educator sample. A cross-validation study will be conducted of findings using new data from a new random sample of eight secondary schools following block schedules and eight following traditional schedules. Project staff will select from the cross validation schools a total sample of 120 special education 12th graders, 120 non-special education 12th graders, and 90 12th grade instructors using the same stratification, random selection procedures, and data collection protocols as before. This new data set will be used to test the predictive power explanatory value of any hypothesis that received statistically significant support (at the .05 level or greater) in the first phase of the study.

Products: The project staff will prepare and disseminate findings using electronic, document-centered, and face-to-face methods.

Grant Number: H324C990031

Study of the Acquisition, Maintenance, and Generalization of a Cognitive-Behavioral Intervention to Prevent or Remediate Disruptive and Aggressive Behaviors in Inclusive School Settings

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Beginning Date: 8/01/99
Ending Date: 7/31/02

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Purpose: This project will enhance the potential for regular education students at-risk, with behavior problems, and also those diagnosed with emotional and behavioral disorders (EBD) to succeed in the general education classroom. The focus of this project is to examine the effectiveness of using a cognitive-behavioral intervention (CBI) to: 1) improve fourth-grade and fifth-grade students' ability to regulate their own behavior, and 2) provide socially appropriate strategies to counter chronically disruptive behavior and aggressive behavior patterns. The cognitive-behavioral model engages the relationship between internal cognitive events and overt behavior change through teaching strategies that promote self-regulation, guide performance, and reduce inappropriate behavior. Incorporating a proactive approach to behavior management, CBI helps students analyze their performance, develop flexible behavioral repertoires, and persist in the face of difficulty.

Method: This project will increase the knowledge and understanding of CBI's usefulness for preventing and remediating aggressive and disruptive behaviors for students in the general education environment by determining the following: 1) general levels of knowledge, attitudes (i.e., about anger management, ways to communicate effectively, effective problem solving), and behaviors of fourth and fifth graders in public school, and their relationship to variables such as gender, race, achievement, socioeconomic status, and special education placement; 2) the effect of CBI on knowledge, attitudes, and behaviors of fourth and fifth graders, including those at risk and with behavioral problems, and maintenance of those effects over time; 3) how the duration of CBI instruction (i.e., treatment intensity) affects levels of knowledge, attitudes, and behaviors of fourth and fifth graders, including those at risk with behavioral problems; 4) the effect of using pull-out versus regular classroom CBI instruction on knowledge, attitudes, and behaviors of fourth and fifth graders at risk and with behavioral problems; and 5) through a case study of highly disruptive students with EBD, whether CBI instruction generalizes to other settings (e.g., playground, cafeteria, hallway, bus, home).

Products: In addition to manuscripts, reports, and digests to be disseminated to various organizations, the project will provide participating schools and school districts executive summaries of each year's project activities and results; a newsletter will share ongoing research that can have a positive impact on educators throughout the state of Florida. A home page will be established to describe and advertise the project, to post summaries of project findings, and to facilitate communication with consumers. Further dissemination outlets will be sought for the collaborative dissemination of projects funded to prevent serious emotional disturbances among children and youth.

Grant Number: H324C990039

Early Identification of Children with Autism Spectrum Disorders

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Beginning Date: 6/01/99
Ending Date: 5/31/03

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Purpose: The primary aim of this project is to assess the validity of a new screening instrument for autism, the Screening Tool for Autism in Two-Year-Olds (STAT), an empirically based measure developed for use by community professionals working in early identification and intervention settings. The secondary aim is to examine the relative contribution of child and environmental factors to diagnostic improvement in children with autism spectrum disorders.

Method: A sample of 240 children will be screened with the STAT at age two, and will receive independent diagnostic, cognitive, and language evaluations. Children who receive a clinical diagnosis of autism or who fail the STAT will receive follow-up diagnostic, cognitive, and language evaluations for two consecutive years. This design will allow for analysis of concurrent and predictive validity of the STAT as well as evaluation of factors related to diagnostic stability.

Products: The project will contribute to the issue of under-identification in autism by: 1) facilitating early identification of young children with autism, which will allow them to participate in learning environments that have been shown to be successful; 2) determining the efficacy of the STAT; 3) developing a hands-on instrument for use in community settings by early childhood and child-find personnel; 4) disseminating information that will encourage early childhood teacher training programs to include autism; and 5) disseminating information that can be used to encourage states to expand opportunities for children under three years. The results of the project will serve to further knowledge about autism and improve best practices.

Grant Number: H324C990042

Early Identification of Children with Fragile X Syndrome

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: Most children with fragile X syndrome are not identified as having a genetic disorder until age three or older. Earlier identification would facilitate earlier entry into early intervention programs, could reduce or eliminate frustrating interactions between families and professionals over the diagnosis, and would provide families important information about genetic risks. This project will engage in a variety of activities designed to improve knowledge about early development in fragile X syndrome and improve early identification practices.

Method: Multiple measures and approaches will be used to describe the development of infants with fragile X syndrome during the first 18 months of life. The project staff will review current practices and guidelines related to the decision to refer a child for genetic testing. Following these efforts, project staff will develop and test a revised set of guidelines for deciding whether to refer a child for genetic testing for fragile X syndrome. Finally, the project staff will work with geneticists, parents, early intervention professionals, and policy makers to review the costs and benefits of universal genetic screening versus continued reliance on behavioral observation.

Products: The project staff will continue to publish research in peer reviewed journals. Nine papers will be produced during the course of the project. Findings will be presented at major conferences, targeting selected information to the variety of consumers. A World Wide Web site will be established for this project. The World Wide Web site will provide general information to parents and professionals about early identification and screening and provide links to various national resources. In addition, the project will provide readable summaries of project work, both work in progress and findings from completed projects. The home page of the World Wide Web site will be updated monthly.

Grant Number: H324C990048

Bilingual Exceptional Students: Effective Practices for Oral Language and Reading Instruction

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The Bilingual Special Education Program, Department of Special Education at The University of Texas at Austin, in cooperation with the Office of Bilingual Education, will conduct a study to develop profiles of limited English proficient (LEP) Hispanic students with reading-related learning disabilities (LD) and to identify instructional strategies that are effective in developing oral language and reading skills in Spanish and English.

Method: During Phase I, all Hispanic LEP students having reading-related disabilities in six Pre-K-5 elementary schools that offer bilingual special education services will comprise the sample. Archival data from district records will be collected to: 1) describe students' demographic characteristics at entry into special education; 2) document the range and types of reading-related difficulties for students of varying language proficiencies; and 3) describe instructional recommendations made by the Individual Educational Plan (IEP) committee. Phase I will provide profiles of LEP students with reading-related LD. During Phase II, a cohort of second-grade LEP students with reading-related learning disabilities (N=15 students in year 1 and N=30 students in years 2 and 3), their families, and their general and special education teachers will comprise the sample. Data will include classroom observations, teacher and parent interviews, and student assessments to gauge reading progress.

Products: Anticipated outcomes include the identification of: 1) instructional arrangements, strategies, and approaches that promote literacy acquisition for LEP students with reading-related LD at various levels of Spanish/English proficiency; 2) identification of home/community supports available to children for literacy development; 3) the nature of collaboration among bilingual, general, and special education programs; and 4) teachers' perceptions regarding students' reading difficulties. A comprehensive literature review will also be produced and disseminated. Ultimately, the products of this study will help school districts design programs and services consistent with the literacy needs of LEP students.

Grant Number: H324C990052

Assistive Technology Expert System

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Beginning Date: 8/01/99
Ending Date: 7/31/02

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Purpose: The goal of this project is to develop an expert system that will equip service providers with guidelines for selecting assistive technologies based on specific student needs and functions.

Method: The project activities will include: 1) identifying human functions that become barriers to students with disabilities for meeting their educational goals; 2) identifying typical demands of various educational settings; 3) identifying demands of assistive technologies; 4) validating the relationships among human functions, environmental and technological demands, and assistive device functions; 5) organizing this knowledge into an expert system for "non-expert" use; and 6) disseminating the expert system nationally via the World Wide Web.

Products: The resulting product will be an interactive, question-driven database posted on the World Wide Web.

Grant Number: H324C990059

Post Secondary Status of Early Intervention Program Participants

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: This project will conduct a second-generation research study to examine the long-term effects of early intervention on children and their families. The two major goals of the study are: 1) to establish the postsecondary status of adults with disabilities who participated in an early intervention program during their infant, toddler, or preschool years, and to relate differences in postsecondary variations to differences in experiences or opportunities during the early periods of development; and 2) to conduct case studies of persons having relatively similar kinds of experiences from birth to 18 years but who have different postsecondary outcomes, to ascertain the reason for their different courses of life. This investigation will yield the first longitudinal long-term follow-up data on children with disabilities who have reached the age of 18 years.

Method: The investigation will involve the long-term follow-up of 300 children who participated in an early intervention program begun in 1972. Data will be collected from previous program participants who are now 18 years old or older. Multiple regression analysis by sets will be the principal means used to assess the long-term outcomes of early intervention and cluster analysis will be the principal means to identify the experience clusters from the early intervention/preschool, elementary school, and secondary school variables.

Products: The study will provide needed empirical second-generation evidence about the long-term effectiveness of early intervention with children with disabilities and their families. It will allow researchers and other stakeholders to better understand the reasons for variability in adult status outcomes among young adults who experience a similar set of early intervention and school experiences. This will lead to a better understanding of the kinds of educational experiences that are most likely to influence postsecondary outcomes for children with disabilities and their families. The results of the investigation will be presented at professional conferences and published in journals as well as distributed to the families whose children participate in early intervention and education settings.

Grant Number: H324C990063

Conceptual Approaches to Teaching History to Students with Learning Disabilities in Integrated Settings

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: The purpose of this project is to develop, field-test, and rigorously evaluate two contrasting approaches to history instruction with students with and without learning disabilities in inclusive middle school settings.

The first approach to history instruction is a structured approach in which "Concept Maps" are used to provide students with a visual depiction of text structures. In the second approach, "Questioning the Author," teachers model an array of text structures in highly interactive learning environments.

Method: Four studies within two phases will be used to develop, field-test, and evaluate the effectiveness of these two approaches in helping students learn history and develop the ability to reason historically. Regular classroom observations will be conducted to determine how the instructional approaches are actually translated into classroom practices. Both quantitative and qualitative measures encompassing performance-based indices of student learning will be used to assess student understanding of key concepts, issues, and events in history, as well as their ability to think and reason historically.

Products: A major thrust in the dissemination will be presenting the findings to professionals working directly with students with learning disabilities. Widespread dissemination will be achieved through the role that the Eugene Research Institute will play as a part of the Elementary and Middle Schools Technical Assistance Center, a national dissemination effort to provide technical assistance to school districts. Professional development materials will be developed. Project findings will be disseminated at statewide and regional conferences. State-of-the-art electronic dissemination methods, including publishing materials on the World Wide Web.

Grant Number: H324C990069

Motivating for Competence: Integrating Child and Family Mastery Motivation Techniques into Provider Intervention for the Micropreemie

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Beginning Date: 9/29/99
Ending Date: 9/28/02

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Purpose: Project Motivating for Competence will examine how early intervention can be most effective in preparing children for the regular education classroom. The central focus of the project is that children who are born extremely premature have a high likelihood of subtle neurological and learning issues. It will expand the discussion of implementation of mastery motivation techniques in early intervention service delivery by comparing preschool competence outcomes in a group of micropreemies that receives this type of early intervention and a group that does not.

Method: The project will address the areas of competence during infant/toddler years (regulation, developmental milestones, and mastery motivation) and how they affect preschool and school-age competencies. Project Motivating for Competence will train and support early intervention providers to expand their strategies for working with young children, discussing interventions with parents, and enhancing competence by looking beyond developmental milestones and the qualitative differences within those milestones to examine how the child achieves his/her goals and how the parent responds to and facilitates the acquisition of those goals.

Products: The results of this project will advance innovative early intervention strategies to address all aspects of overall competence and to provide insight into the foundation for successful school competence. The project will contribute to the advancement of a competence theory that defines the tools a child needs for successful functioning. Results will be disseminated to communities of early intervention and preschool practitioners whose work is directly involved with children and families and to the families themselves. Findings and products will be disseminated through journal articles and conference presentations.

Grant Number: H324C990074

Prevention of Social and Behavioral Problems: Steps to Achieving Resilience (STAR)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will develop, implement, and investigate the effectiveness of a comprehensive, multidimensional package of interventions in promoting the development and well-being of preschool children and preventing the occurrence of social and emotional problems in later years.

Method: The field-initiated research project will develop and test interventions designed to impact factors in the preschool years that are predictive of later social/behavioral problems. Two hundred preschool children and their families in two cohorts will receive intervention over the three years of the project. Three levels of intervention will be investigated, each level being provided in addition to previous levels: 1) Universal: Classroom-Based Teacher Training; 2) Selected: Small Group Parent Education and Support; and 3) Indicated: Individualized Home-Based Support and Tutoring.

Products: The impact of this project will be to produce classroom- and home-based interventions that will enhance preschool children's social development and school performance and increase the likelihood of children's future success, reducing the risk of social/behavioral problems and the need for the provision of special education and related services. The following products will be prepared: presentations for professional conferences and university seminars, articles for journal publications, ERIC documents, monographs, a manual, and inservice training and consultation.

Grant Number: H324C990082

An Investigation of Hispanic Juveniles with Specific Learning Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: The University of Puerto Rico (UPR) will conduct research on the number of Hispanic juveniles with specific learning disabilities (HJSLD) in correctional institutions. Having a specific learning disability (SLD) and being Latino and poor puts a young male at-risk of prolonged school failure, dropping out of school, and facing the law. This three-year study will improve human and educational services for HJSLD, aimed at finding out the differences between HJSLD and boys with SLD who have never faced the law, determining current correctional service conditions for HJSLD, and developing and implementing a new correctional SLD service paradigm based on project findings.

Method: This project will consist of four stages. In Year One, the histories, traits, and environments of 20 male delinquents with SLD will be compared with 20 matched boys with SLD; the services that the 20 juveniles are receiving will be compared; and a new juvenile service paradigm for SLD will be developed in an interdisciplinary and interagency process. In Years Two and Three, an investigation will be conducted into the impacts of the new paradigm on the same 20 juveniles when implemented in a Puerto Rico (PR) juvenile institution.

Products: The project staff will produce and disseminate research reports on the new juvenile SLD intervention model and its effects, resulting juvenile Spanish assessment and intervention instruments, team work guidelines for HJSLD, and additional research and training agendas.

Grant Number: H324C990083

Assessment-Based Intervention for Special Education Students with ADHD

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The project consists of three interrelated studies that apply and extend results of research on matching theory to the assessment and treatment of academic and behavior problems of children with attention deficit/hyperactivity disorder (ADHD) in urban elementary schools.

Method: In the first study, the project will evaluate a practical, computerized assessment methodology for identifying individual sensitivities to variables that affect the choices of children with ADHD (n=30). In the second study it will evaluate the extent to which choices (representing self-control vs. impulsivity) can be established through changes in those variables (N>15). In the third study, project staff will work with school personnel in the design, implementation, and evaluation of classroom interventions informed by results of the choice assessments to address students' educational and behavioral needs (N=15). The experimental methodology will involve direct measurement of independent and dependent variables using computerized data collection and single-case experimental designs.

Products: The project has the potential to contribute to knowledge and practice by: 1) encouraging a functional conceptualization of the behavioral and educational excesses (impulsivity) and deficits (self-control, attention to task) of children with ADHD; 2) providing an objective, conceptually systematic, empirically based assessment of behavior characteristics of ADHD that can be used to both inform and evaluate treatments; 3) developing a computer program for use as both an assessment and individually tailored instructional tool; and 4) providing information on the design of effective and ecologically valid interventions to address the needs of special education students with ADHD in general education classrooms. A newsletter article will be prepared, presentations will be made at local seminars and conferences, and manuscripts will be prepared for publication. The project staff will prepare a brief description for listservs and World Wide Web sites (including availability of software program). Annual reports will be prepared for distribution to agencies and clearinghouses.

Grant Number: H324C990091

Is Prelinguistic Communication Intervention Necessary?

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: This project will address a question of fundamental importance to early intervention practice and policy: Does a comprehensive prelinguistic communication intervention, implemented one year prior to a comprehensive language intervention, result in young children with disabilities achieving significantly more advanced communication and language development than children who receive only the later-administered language intervention?

Method: A longitudinal, experimental design study will be developed to answer this question. Sixty (N=60) young children with initial evidence of mild to moderate mental retardation and prelinguistic communication skills similar to those of nine to 15 month old typically developing children and their primary caretaker will be recruited through local early intervention programs. They will be randomly assigned to one of two groups. Children assigned to Group A will immediately receive a comprehensive six-month prelinguistic communication intervention. The intervention will consist of staff-implemented prelinguistic milieu teaching and responsive interaction training for parents. At the end of a subsequent six-month maintenance period, they will receive six months of comprehensive early language intervention. Children assigned to Group B will receive no project-implemented intervention for 12 months, then they will receive the same early intervention language intervention for six months as children in Group A. The communication and language development of all children in both groups will be assessed at four points: at pretreatment and then at 6, 12, and 18 months. These assessments will include key measures of receptive and productive language development and use. The longitudinal, experimental design will allow several critical comparisons to be made including the effects of prelinguistic communication vs. no intervention and the effects of prelinguistic communication intervention plus later comprehensive language intervention vs. later comprehensive language intervention.

Products: The outcome of this project will have direct implications for the emphasis and focus of intervention efforts with children between the ages of two and four years. The results of this study will be submitted for publication. Presentations at conferences will take place and manuscripts will be written.

Grant Number: H324C000004

Improving Receptive and Expressive Outcomes in Young Children with Developmental Delay: A Comparison of Three Intervention Protocols

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: In this investigation, the relative efficacy of three different early-language treatment approaches will be examined, in terms of immediate and longer-term effects for young, prelinguistic children with developmental delay. The treatment procedures are differentiated by provision of training to 1) primary caregivers; 2) directly to the children; or 3) a combination of the two. Each of the treatments is designed to promote children's receptive language development and facilitate transition to expressive language use.

Method: The sample (prelinguistic children with developmental delay) represents a group for whom little is known in terms of comparative efficacy. As a result, minimal information is available to guide the selection of one intervention approach versus another intervention approach, or the conditions under which a combination of approaches may be most effective. The rationale and design for this investigation derives from two areas of inquiry. The project will evaluate the extent to which direct lexical training, caregiver verbal responsivity training, or a combination of the two are effective, not only in comparison to each other, but also in terms of varying characteristics of participants in the research. The relative effects of the treatment conditions will be examined in the short and longer term (i.e., pre-, mid-, & post-intervention, and through five observations spread over the 18 months following intervention) for a total of eight observation points over a two-year period. Global efficacy will be addressed by comparing outcomes of each treatment condition to the other. More individualized efficacy data (i.e., individual characteristics x treatment condition) will derive from examining: 1) child and caregiver growth patterns and their interrelationships within and between the treatment conditions; and 2) variations in growth attributable to specific child, caregiver, and family characteristics.

Products: This research will generate information regarding mechanisms and individual characteristics contributing to children's successful transition to linguistic communication. Through planned dissemination and impact activities, the project will make a substantial contribution to intervention practices.

Grant Number: H324C000022

Curriculum-Based Measurement with Diagnostic Analysis to Improve Reading Outcomes for Students with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will develop computerized curriculum-based measurement (CBM) diagnostic analysis in reading, study its reliability and validity, and examine outcomes associated with teachers' use of this diagnostic analysis. These outcomes are increasing reading achievement, decreasing inappropriate classroom behavior, reducing over-representation of students of color in special education, and increasing general and special education alignment.

Method: In Year 1, the project will develop diagnostic analysis for grades one thru six, examine its reliability and validity, and develop individual and group teaching recommendation systems. In Year 2, the project will conduct a large-scale experimental study assessing the value of diagnostic analysis beyond CBM-graphed analysis. In Year 3, the project will examine the value of the teaching recommendation systems over and beyond diagnostic analysis.

Products: The study will provide teachers with a computerized classroom-based reading assessment system that simultaneously: 1) quantifies progress over time and quickly identifies students whose reading growth is inadequate, 2) qualitatively describes students' reading performances, and 3) provides teachers with recommendations about how to connect the assessment information to instruction. The project will produce, field test, and disseminate a manual and video to train teachers in the use of CBM reading diagnostic analysis.

Grant Number: H324C000024

Early Years: Optimizing Outcomes for Infants and Toddlers Living in Poverty

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This research project will improve early intervention (EI) for infants and toddlers from high-poverty backgrounds with multiple risks for developmental delays and disabilities. The aims of the project are to: 1) examine an integrated, activity-based early intervention approach; 2) measure effects on children and families; 3) assess the impact on service providers and systems; and 4) disseminate project results.

Method: The project will examine Integrated Activity-Based Intervention conducted in natural community environments (other than homes or childcare settings) as contexts for learning and development. The principle features of Integrated Intervention include: 1) use of community settings and the activities that make up these settings, as a context for learning and development; 2) provision of EI where services enhance children's participation and learning within the context of community activities; 3) use of an Integrated Intervention as the curricular approach for providing interventions; and 4) coordinated transition from infant-toddler programming to preschool options. The research study will use a multidimensional design that includes both quantitative and qualitative measures to investigate the effects of the intervention on children, families, providers, and the system. The study will enroll 80 children and their families (50 subjects; 30 comparison), follow them until each child's third birthday, and end with transition to preschool options. The intervention will be tested with: 1) families who reside in urban settings, are members of racial or ethnic minority groups, and are living in high-poverty areas; and 2) children, aged birth through two years of age, who demonstrate multiple risks for developmental disabilities because of a combination of environmental, biological, or established risk factors.

Products: Data will be analyzed in order to understand and improve impact and outcomes and to refine training and intervention procedures. The project will result in a research-based Integrated Activity-Based Intervention approach with curriculum, training, data-based tracking, and research procedures that will be replicable by EI programs.

Grant Number: H324C000029

The Demography of Inclusive Education: A Baseline and Intervention Research Program

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Beginning Date: 6/01/00
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Purpose: This project will address specific problems of over-identification and under-identification of children with disabilities, and improved alignment and compatibility of general and special education reform. Practice indicates that special education students of color have either been ignored or have failed to benefit from the promises and opportunities of school reform and its most prominent special education strategy, inclusive education. The essential question is how to bridge the chasm among school reform, inclusive education, and special education access, services, and outcomes for students of color. This research study will address this question through a four-phase design which will include: 1) defining the scope of the problem (administrative data analysis); 2) obtaining multiple perspectives on the data findings (stakeholder focus groups); 3) observing in situ interactions; and 4) testing an empirically designed intervention across various minority families.

Method: The research design is framed by Status Characteristics Theory, which postulates that demographic characteristics have the power to direct performance opportunities, influence, and rewards in task interactions (e.g., special education placement decisions, instruction, and post-school outcomes). This theory supports a substantial body of school- and classroom-based intervention strategies which will assist the research program in not only defining the extent of the problem, but also in addressing its remediation. Each phase of the research program will be reviewed and assisted by a team of minority special education parents and field specific experts.

Products: As the project identifies ways in which school reform and inclusive education can enhance services and outcomes for children of color, findings will be disseminated to inform policymakers, practitioners, and parents.

Grant Number: H324C000033

Using DIF Analyses to Examine the Effects of Testing Accommodations on Students' Responses to Test Items

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: This four-year investigation examines the effects of testing accommodations on the scores of students with and without disabilities on alternate forms of a mathematics test and a reading test typically used in statewide assessment programs.

Method: The major objectives of this investigation are to: 1) document the effects of testing accommodations commonly used with students with disabilities, and 2) examine the consequences of using testing accommodations by comparing the item characteristic curves for students with and without disabilities under both accommodated and unaccommodated testing conditions. An interview concerning teachers', students', and parents' perceptions of testing accommodations' effects will also be conducted. Data from all individual cases will be summarized using effect size statistics and single-case meta-analytical procedures to document the effects of accommodations on total test scores. Then, differential item functioning (DIF) analyses will be conducted to examine the effects of testing accommodations on individual mathematics and reading test items. The database for this study will consist of 800 eighth-grade students (400 with disabilities and 400 without identified disabilities).

Products: Accomplishment of the objectives of this study will advance knowledge about the effect of testing accommodations on students' total test scores and the items that contribute to the total score. This investigation is one of the first large-scale efforts to use DIF analyses to detect bias items within an experimental investigation of testing accommodations.

Grant Number: H324C000035

Co-Teaching in Secondary Schools

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: In response to the national trend to more inclusive education for secondary-age students with disabilities, school districts and teacher educators have encouraged a service delivery model of special education in which students with learning disabilities and their teacher are integrated into content subject classes. In these models, the use of co-teaching between general and special education teachers helps to accommodate the needs of both the students with disabilities and the other students in the class. The goal of this project is to answer questions such as: 1) what goes on in co-taught classes; 2) what roles and responsibilities each teacher assumes; 3) how teachers plan for co-taught lessons; 4) how content-subject expertise (or lack thereof) influences the approach to co-teaching that can be selected for implementation; and 5) whether co-teaching enhances the learning environment in ways that impact on student achievement.

Method: Five studies are planned. The first three studies utilize qualitative research methods (observations augmented by interviews) to document and describe what co-teaching looks like in urban, suburban, and rural school districts in Allegheny County (Pennsylvania) and western New York state. The fourth study utilizes quantitative observational research methods to explore the ways in which secondary content subject teachers teach differently when they teach solo and when they participate in co-teaching. The fifth study explores whether co-taught classes provide enhanced learning opportunities and learning outcomes for students with learning disabilities.

Products: The results of these studies will be a large and rich database of co-teaching practices and their impact on classroom learning opportunities and outcomes for students with disabilities. Careful analyses of this database will produce reports, policy statements, and recommendations that should have profound impact on preservice and inservice teacher preparation and policy in both special and general teacher education.

Grant Number: H324C000043

Study of the Alignment of Special and General Education Reforms in Comprehensive School Reform Demonstration Programs (CSRD)-Funded Title I School Wide Programs in Two Different State Policy Contexts

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Purpose: This project is a study of the alignment of special and general education reforms funded under the Comprehensive School Reform Demonstration (CSRD) Program Title 1 schoolwide programs in two different state policy contexts. The project will address curriculum and instruction, evaluation and accountability, and administrative procedures, analyzing data at the national and state levels. The study will be conducted by the Academy of Educational Development (AED) in conjunction with the National Association of State Directors of Special Education (NASDSE) and RMC Research Corporation.

Method: The study will focus on: the inclusion of special education in state CSRD policies; how local Title 1-funded schools incorporate special education, students with disabilities, and their families into schoolwide programs as well as how CSRD model developers address these needs; the impact of CSRD funding on Title 1 schoolwide programs; identification of the primary barriers to aligning reforms into CSRD; and how CSRD funding promotes the improved alignment of general and special education reforms. The study's design, similar to other studies on systemic reform, incorporates quantitative and qualitative data collection and analyses. At the national level the study will conduct and analyze: 1) questionnaires of all State Directors of Special Education, Coordinators of State Improvement Grants, and State CSRD Coordinators; and 2) questionnaires and interviews with CSRD model developers. At the state level, the project will work with Maryland and Massachusetts and conduct in-depth case studies with mixed-method research methodologies (observations, interviews, review of documents, and focus groups). The study's advisory board will include a person with a disability, a parent of a child with disabilities, researchers in general and special education reform, technical assistance providers, local-level administrators, teachers, and a state-level administrator.

Products: This project will contribute to the knowledge and improvement of special education reform and its alignment with the CSRD program, which operates in over 2,500 schools in all fifty states. The study will extend the research base and provide new information about the inclusion of special education and students with disabilities and their families in CSRD Programs and Models and state reform efforts. The study's findings will be turned into a series of research reports and practical products that will be disseminated to administrators, researchers, technical assistance providers, CSRD model developers, and other interested parties.

Grant Number: H324C000049

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance: A Study of Regional Intervention Program (RIP) Replication Site Efficacy

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Follow-up studies have indicated that young children with severe aggressive behaviors who participated in the Regional Intervention Program (RIP) are now indistinguishable from typical peers in home and school settings. Moreover, these individuals' adult status is characterized by gainful employment, high educational achievement, and minimal criminality or antisocial behavior. This two-phase study sequence will provide a multigenerational analysis of 60 former RIP clients (now adults) and their offspring, along with an examination of 60 former clients from replication sites who are three to nine years away from active intervention.

Method: Specifically, the adult follow-up and replication phases of this project will generate "first-time information" from RIP replication sites to address such vital knowledge and application issues as: 1) What is the adult-life status of children who received quality early intervention for severe aggressive behavior?; 2) How do the offspring of these individuals function in school and home?; 3) What early-appearing behavioral patterns or family variables are associated with who has responded best to intervention over the 20-year plus period?; 4) What are the estimated cost savings to society from participation in RIP?; 5) What are the contemporary community, family, and school variables that are associated with the best adult and offspring outcomes?; 6) Considering all the data, how can educators build the most efficacious, long-lasting models of intervention to reduce the staggering societal and personal "costs" of aggressive behavior?; 7) Can the initial results of the RIP Nashville model be replicated across program replication sites with a highly diverse population, thus leading to clear policy and practice recommendations?

Products: This sequence of studies has been designed to develop and validate the following products: 1) a validated observational procedure for assessing children's social interactions, deportment, and engagement behaviors in school and home contexts; 2) an ecobehavioral strategy for identifying variables associated with children's follow-up status following early intervention; 3) new research insights into the individual and collective contributions of school and home variables on children's long-term status; 4) a set of potential strategies for improving children's follow-up status by manipulating ecobehavioral contexts; 5) a manual for direct care staff that covers the essential contexts, scope, and instructional parameters for instituting effective follow-up environments; and 6) a model that other researchers may employ to examine follow-up status.

Grant Number: H324C000061

A Study of: The Impact of Vermont's Equal Educational Opportunity Act on Special Education Service Delivery and Expenditures

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This three-year study will explore the ways in which the service delivery and expenditures associated with special education and other support services in ten schools in Vermont are being affected by the implementation of recent state legislation focused on equalizing general education funding and education opportunities, and will determine whether or not a relationship exists between funding changes and performance of students with and without disabilities on state standards-based assessments.

Method: The legislation—known as the Equal Educational Opportunity Act of 1997, or Act 60—has received national attention for its efforts to equalize opportunities for students through the following: 1) "financial provisions," which redistribute state funds for general education to ensure financial equity across school districts; and 2) "quality components," which establish state standards for curriculum and assessment and require schools to engage their communities in developing local action plans to improve student performance. Three substudies will be conducted within a multi-faceted research design incorporating qualitative and quantitative research methods. In Substudy 1, multiple site visits employing qualitative research methods will be conducted for the purpose of identifying and describing the impact of Act 60 on the design, delivery, and costs of special education and other support services. Visits to each of the ten sites will include individual interviews with selected local administrators and teachers; group interviews with teachers, parents, and paraeducators; reviews of relevant documents; and classroom and meeting observations. In Substudy 2, a program and expenditure analysis will be conducted for the purpose of analyzing quantitative data related to the delivery and costs of special education and other support services at each of the ten sites. The analysis will include data from five years: the year prior to implementation of Act 60 (1996-97), and the first four years of Act 60's implementation. Substudy 3 will study the participation and performance of students with and without disabilities on state standards-based assessment measures across 10 sites. Data will be collected during Years I and II and will be analyzed to determine whether or not relationships exist between student performance and changes in levels of state funding, and the extent to which students with disabilities are included in state standards-based assessments. The study's activities will be guided by an advisory board including parents and consumers.

Products: Findings and conclusions will be widely disseminated through a Policy Forum, co-chaired by the State Director of Special Education, as well as through a variety of activities designed to reach policy makers, stakeholders, and researchers at the state and national levels.

Grant Number: H324C000072

Turning Point Effects for Students with and without Disabilities Who Are Involved in School Disciplinary Actions

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Beginning Date: 6/01/00
Ending Date: 5/31/03

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Purpose: Students with disabilities are vulnerable to involvement in school disciplinary processes that have questionable effectiveness in terms of changing problem behavior. Zero-tolerance policies, in particular, provide little guidance for students to change negative patterns of behavior and are likely to exacerbate the problems that these students experience. Therefore, educators need to understand negative trajectories of behavior that lead to repeated involvement in school discipline. Information is needed about individual and contextual (special education, discipline, family responses) influences that contribute to positive or negative trajectories. In particular, which of these influences, otherwise known as "turning points", help students avoid future problems? The study uses the research traditions of risk and resiliency, developmental trajectories of behavior, and turning point effects as a framework for understanding student (both with and without disabilities) pathways through the school discipline process.

Method: Qualitative and quantitative data collection will be focused on delineating individual and system factors that influence trajectories and turning points. Individual temperament and the systems effects of special education and school discipline strategies will be the focus of data collection.

Products: The results of this project will inform special educators about the individual competencies and system interventions that are needed to help students with and without disabilities to begin positive behavioral trajectories. Behavioral planning will be facilitated by increased knowledge about how to fit student characteristics with school, discipline options, and family support.

Grant Number: H324C000091

Examining the Validity of Functional Behavioral Assessment: Listening to Teachers, Parents, and Students with Serious Emotional Disturbance

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: Functional behavioral assessment (FBA) is a new requirement of IDEA '97 for students who exhibit challenging behavior. Research on the validity of FBA procedures in public education settings is extremely important to ensure efficacious treatment for consumers. In this study, 30 students with emotional disturbance will receive interventions based on FBA, and 30 students with emotional disturbance will receive interventions based on behavior consultation (BC). The absolute priorities of preparing procedures, findings, and dissemination will be demonstrated through a series of validity studies.

Method: The content validity of commonly used FBA instruments will be determined. The convergent validity of interviews, descriptive behavioral observations, rating scales, and checklists administered to parents, teachers, and students will be established by analyzing verbal evaluations and paper-and-pencil evaluations administered to parents, teachers, and students with emotional disturbance during each phase of treatment. The criterion validity of the treatment implementation will be assessed using a single-subject ABAB design for each student. The treatment validity will be determined by comparing the effect size between FBA and BC treatment outcomes. In addition, the habilitative validity will be determined by correlating the treatment effect size with disciplinary actions taken with the students with emotional disturbance.

Products: In addition to written products for publication, training in the FBA procedures will be disseminated to local school personnel, educational service districts, national conferences, and parents.

Grant Number: H324C000105

The Special Education & Reading Interface: Supporting Coordinated Statewide Reform

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will conduct applied, policy-focused research into the special education/reading interface. This project responds to two invitational priorities: #1: "over- and under-identification of children with disabilities", and #3: "studying and improving alignment and compatibility of general and special education reforms" by studying eligibility and instruction in reading for students with learning disabilities and highlighting findings for Hispanic and African-American children.

Method: Texas A&M University researchers will collaborate with state-level special and general education decision-makers to: 1) conduct a broad survey of reading and special education issues across all 1,222 Texas school districts; 2) collect detailed student-level data from site visits in strategically selected districts; 3) summarize and present results for policy and programmatic decisions; and 4) disseminate findings within and beyond Texas.

Products: Although the research is based in Texas, its impact will be national, because of Texas' past leadership in statewide reform efforts, and because many of its challenges are common to all states, such as growing numbers of children who are culturally/linguistically diverse, shortages of qualified teachers, and problems of urban decay and rural scarcity of services.

Grant Number: H324C000107

Preventing Children with Emotional/Behavioral Problems from Developing Emotional Disturbances: Personal Responsibility Training (PRT)

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project addresses the need for research on prevention strategies used with elementary students who are at risk for emotional disturbances. The project will examine the extent to which the Personal Responsibility Training (PRT) Curriculum increases the acquisition and generalization of responsible social behaviors of inner-city students via self-management.

Method: Twenty-four classes (approximately 900 students) representing four elementary schools will participate in focus groups to validate the previously identified categories of target behaviors to be taught using the PRT curriculum. Target behaviors will also be validated in a descriptive study. The prototype of the PRT curriculum will be field-tested during the first year in an elementary school using two methods of analysis: 1) a multiple baseline design across four classrooms, and 2) within each classroom using a multiple baseline across three behavioral response classes. In Year 2, the main field test will take place in two elementary schools using pre/post-test design between randomly assigned classes with a multiple baseline design across classes nested within the treatment condition. Booster sessions will be conducted and follow-up data collected. During Year 3, the final version will be tested in an exportability study in a fourth elementary school. Boosters will be conducted again and follow-up data collected.

Products: Project findings and information regarding materials will be disseminated through World Wide Web sites. Manuscripts will be submitted for publication in professional journals and workshops will be presented at national, state, and local conferences. The project dissemination plan will focus on reaching multiple audiences including educators, parents, and others interested in effective practices of self-management and social competence.

Grant Number: H324C000114

Teacher-Researcher Partnerships to Promote Success in Inclusive High School Science and Social Studies Classes

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project will develop teacher-researcher collaborative partnerships to design, implement, and field test instructional practices for high school-aged students with disabilities in inclusive science and social studies classes. This project is intended to improve academic performance and access to the general education curriculum for students with disabilities. Access to curriculum can lead to improved standard-based learning, postsecondary education experiences, and enhanced quality of life for individuals with disabilities.

Method: The project involves building teacher-researcher partnerships to design and implement effective strategies based upon previous research. Major research-based practices that will be modified to meet the needs of high school-aged students and teachers include peer mediation, comprehension strategy instruction, content enhancements, test-taking skills, and parent involvement. In the first year, the project will develop the teacher-research partnership model and carefully study and document its implementation through a series of case studies. In the second year, a large-scale randomly assigned experimental study will further test the model. During the third year, a replication and extension study will be implemented based upon feedback from previous years.

Products: Approximately, 1,200 students (including 300 students with disabilities), their parents, and 80 general and special education teachers will be involved as participants and will directly benefit from the three-year project. Dissemination efforts will provide local, state, and national impact for the model of teacher-researcher partnerships to promote inclusive learning. Products including case studies, research reports, training manuals, and World Wide Web pages will be developed for practitioner, parent, researcher, and policy audiences.

Grant Number: H324C000116

The Sustainability of Family-Centered Practices Project

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Beginning Date: 10/02/00
Ending Date: 9/30/03

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Purpose: The Sustainability of Family-Centered Practices Project will examine: 1) the extent to which family-centered practices have been sustained in early intervention programs across the country that received training, and 2) the factors that have influenced and supported the sustainability of these practices where they occur.

Method: This research project will include two separate studies, and the findings from the first study will guide the work of the second study. A modified case study methodology will be used in both studies with individual early intervention programs as the unit of analysis. Study 1 and Study 2 will each contain 12 cases (early intervention programs). In Study 1, three constructs (state-level policies and practices, program-level policies and practices, and practitioner factors) will be investigated to determine how they have influenced the sustainability of family-centered practices. The factors to be investigated in Study 2 will be determined from the results of Study 1. The program participants will be selected from early intervention programs that participated in an intensive on-site family-centered training project, the Family Enablement Outreach Training Project, which provided training to over 50 Part C (then called Part H) programs in over 25 states. The programs to participate in the Sustainability Project will be chosen based on evaluation data from the Family Enablement Project, which includes the level of responsiveness to the training and the level of change or adoption that was made in family-centered practices at the end of training.

Products: The project will ensure that the results are widely disseminated to direct service staff, administrative personnel, and decision makers whose efforts and decisions impact upon preschool children who are developmentally disabled and their families. The results will provide better understanding of: 1) the extent to which family-centered practices have been achieved and undergone adaptation and change over time; 2) the type and extent of support needed during implementation to support change; and 3) the degree to which consistency of the lead agency, site leadership, and staff and policy requirements influence the sustainability of practices.

Grant Number: H324C000127

Deaf and Hard-of-Hearing Students: Mathematics Problem Solving Success and Strategies with Signed Story Problems

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will develop a framework for teachers of deaf and hard-of-hearing students to increase their knowledge of specific details regarding the relationship between arithmetic story problems and problem-solving strategies of these students. Since no such framework exists for the particular needs of this group, the project will enable deaf education teachers to better align their instruction with current reforms in the mathematics curriculum.

Method: Through interviews that present signed arithmetic story problems to primary-level deaf and hard-of-hearing children, the project will investigate students' problem-solving strategies and the relationship of their strategies and success to the different problem types. Findings will be compared to the general education framework. Research design is based on well-documented and robust information about these relationships developed within general education research and informed by work done by project staff within deaf education that has identified aspects of sign language that indicate an improvement in students' problem-solving processes.

Products: The project will contribute to the development of theory, knowledge, and practice in the field of deaf education by helping to improve the quality of mathematics instruction to deaf and hard-of-hearing students and to increase the students' problem solving skills and mathematics achievement. By developing a framework, it will help fill the void in research regarding deaf children's problem-solving strategies and expand what is known in mathematics education regarding the relative difficulty of story problems and student solution strategy choice. Study results will be disseminated at participating schools and through national conferences.

Grant Number: H324C000131

The Effectiveness of Embedded Instruction in Supporting Students with Severe Disabilities in General Education Classes

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: The project will extend the current research base on embedded instruction as a strategy for supporting the education of students with severe disabilities in general education classes. By doing so, the project will promote improved alignment and compatibility of general and special education reforms concerned with curriculum and instruction.

Method: The project has the following five objectives: 1) conduct two studies examining the effectiveness of embedded instruction in general education classes; 2) conduct a series of three studies comparing the relative effectiveness of antecedent prompting strategies; 3) conduct one study comparing the effects of two trial distribution schedules; 4) conduct two studies comparing embedded instruction and traditional massed practice teaching formats; and 5) develop a procedural guide designed to assist general and special educators to design and implement embedded instruction for students with severe disabilities.

Products: The results, findings, and conclusions of the research studies will be disseminated to researchers, individuals with disabilities, and their parents through a variety of print and electronic media and through presentations at state and national professional conferences.

Grant Number: H324C000136

Impact of Retention in Grade on Children with Mild Disabilities and/or Low Achievement

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Purpose: This project addresses the problems of over-identification and under-identification of children with disabilities and ways of promoting improved alignment and compatibility of general and special education reforms. The project is responsive to California's recently enacted policy prohibiting social promotion and examines the extent to which children recommended for retention in grade are simultaneously eligible for special education services.

Method: Prior research addressing characteristics of children retained in grade identified factors closely resembling those characterizing children with mild mental retardation, learning disabilities, emotional disturbance, and attention deficit hyperactive disorder — that is, they are male, exhibit problem behaviors coupled with low achievement, are disproportionately minority students, and come from disadvantaged homes. The project will select a total sample of 300 students in second grade from three school districts serving students coming from low- and middle-class families with considerable ethnic diversity, and stratified as follows: retained in grade, low-achieving promoted, and regularly promoted. Using research-based diagnostic criteria, the participants will be assessed to establish eligibility as having emotional disturbances, learning disabilities, mild mental retardation, or attention deficit hyperactive disorder. The project will establish the magnitude of undetected mildly disabled students among the retained group, examine the short- and long-term consequences of retention in grade (and whether they differ for mildly disabled students), and describe and evaluate the efficacy of supplemental instruction provided to retained students.

Products: The project corrects flaws in previous research on retention and extends the range of outcomes to include socioemotional factors, thereby enhancing the potential impact of the work by informing practice, policy, and research in the alignment of general and special education reform.

Grant Number: H324C010007

Elementary and Middle School Children with Fragile X Syndrome

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This project will continue a longitudinal study of students with Fragile X syndrome (FXS), in order to examine their transition to early adolescence.

Method: A sample of 66 students, who have been followed since the preschool years, will be studied during the late elementary and middle school grades, beginning with fourth grade and extending through eighth grade. The study focuses on three primary outcomes: skills (the extent to which students with FXS develop academic and adaptive skills necessary to function in school and the community), membership (the extent to which students with FXS participate in and feel a sense of belonging to school and community groups), and relationships (the extent to which students with FXS develop a wide range of social relationships with other children). The study will examine the interrelationships among these outcome domains longitudinally over five years, and study how child, family, and school variables account for variation in these outcomes.

Products: The project will publish results in peer-reviewed literature; make findings available on a Website; disseminate findings through state, national, and international conferences; develop a semi-annual brief to be distributed to parents and schools participating in the project; and continue efforts at public awareness about FXS.

Grant Number: H324C010037

Costs, Quality, and Outcomes of Preschool Inclusion

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This research project will examine the relationships between program costs, program quality, and outcomes for preschool-age children with disabilities and their families enrolled in inclusive programs. Three organizational models for preschool inclusion will be examined: community-based itinerant, Head Start, and public school.

Method: Extensive information will be collected in 18 programs (with three to ten classrooms per program, depending on the model) and will involve 180 children and families. Developmental measures, goal attainment scaling, assessment of friendships and peer social acceptance, and family assessments will document the outcomes of inclusive programs. An environmental rating scale, an ecobehavioral observational measure, and an assessment of the quality of inclusion will be used to measure quality of the programs. Cost measures will document dollar costs per child. Hierarchical linear modeling will be used to examine the relationship between quality of programs and outcomes for children and families, as well as the differential costs for higher and lower quality programs.

Products: The project will examine the individual contributions that quality of the early childhood setting and quality of inclusive practices make to outcomes for children with disabilities and their families. It will provide a statistical and conceptual model for understanding the relationship between cost and quality and how they are associated with outcomes for children and families. Project information can be used to guide families, teachers, and local program administrators in selecting placements and designing quality improvements of inclusive preschool programs for young children with disabilities. Project results will be disseminated via journal articles, a project Website, a policy alert with recommendations regarding cost-effective strategies, and conference presentations.

Grant Number: H324C010040

Evaluation of Emerging Alternate Assessment Practices

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: University of North Carolina at Charlotte has developed this comprehensive research project to evaluate the emerging nationwide practices in alternative assessment. The research project will focus on three primary questions: 1) what are the curricular implications of states' standards in alternate assessments?; 2) what variables influence outcomes on alternate assessments?; and 3) what has been the impact of the alternate assessment on educational programs and stakeholders?.

Method: Multiple methods of inquiry will be used to answer each question of this research project, employing both qualitative and quantitative research designs. At each stage of inquiry, a project advisory council will provide stakeholder input on the design and interpretation of findings. Researchers in severe disabilities and general education will also participate in reviewing the standards to analyze their alignment with curricular foci.

Products: The information obtained will be useful in making decisions about how to implement and use outcomes in state accountability systems, how to develop meaningful curriculum for students with severe disabilities, and resources needed for both student achievement and the alternate assessment process.

Grant Number: H324C010043

Transition to Independence Process (TIP) Study: Preparing and Facilitating Transition into Adulthood for Students with EBD

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Beginning Date: 8/01/01
Ending Date: 7/13/04

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Purpose: This research will replicate the implementation of the Transition to Independence (TIP) system, which prepares and facilitates the transition of students with emotional and behavioral disabilities (EBD) into emerging adult roles. The project will research the implementation and effectiveness of the TIP system through a time-series experimental design with a comparison group, and will disseminate the system implementation and student outcome findings from the study.

Method: The TIP system will be implemented at three secondary schools in a large culturally diverse metropolitan area, through a process of planning with teachers, parent and community representatives, and transition facilitators. Thirty to forty eligible students will be selected randomly from each school's pool of ninth, tenth, and eleventh grade students with EBD. All of the selected students will be interviewed at entry to the study to secure baseline data and quarterly thereafter using a battery of instruments to assess their emotional/behavioral status, progress across each of the transition domains, services received, and their satisfaction with the helpfulness of these services. Parents will be interviewed every six months. Qualitative and checklist measures will be used to assess and guide the implementation of the TIP system in each school setting.

Products: The study will contribute to knowledge regarding the feasibility and effectiveness of providing individualized services and supports focused on preparing students with EBD for transition. Findings will be used to revise personnel training and technical assistance materials. Findings will be disseminated through professional presentations, newsletters, journal publications, and a Website.

Grant Number: H324C010055

Creating a Progress Measurement System: Preparing Secondary Students with Disabilities for Success on Standards Tests

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Purpose: The long-range goal of this project is to improve the compatibility and alignment between special and general education by providing teachers, parents, and students with tools that can help them to make individualized decisions regarding student participation in high-standards curriculum and testing. This will be achieved by developing and implementing tools that can be used to establish and monitor student performance towards levels of success on statewide standards testing in reading and written expression. The study will test the hypothesis that implementation of systematic procedures to establish and monitor student performance will lead to improved teacher instruction, improved student performance in reading and written expression, and increased rates of success on state standards tests.

Method: The project will develop measures of performance that validly and reliably predict student performance on statewide tests in reading and written expression; develop and implement a system for teacher implementation and use of the tools in reading and written expression; determine teachers', parents', students', and administrators' opinions of the most effective use of the information gathered through systematic progress monitoring; and determine the effects of systematic progress monitoring on students' performance in reading and written expression and on rates of success on state standards tests.

Products: The project will provide a Web-based vehicle for systematic decision-making, which is expected to lead to improved learning and performance of students with learning disabilities and of those who struggle with the basic requirements of reading and written expression. The project will disseminate packets describing the methods and procedures used to establish district levels of performance for success and that describe the development of monitoring procedures. A "help-line" will be set up via the Web so districts can email their questions and concerns to project personnel for advice. Project results will be disseminated via presentations at national and international conferences and via articles in leading journals.

Grant Number: H324C010062

The Community Education Project to Enhance Learning for Elementary School Students with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This study will evaluate the use of typical community activities as sources of educational opportunities for children with disabilities (ages 6 to 10 years) to reinforce their learning of the standard educational curriculum.

Method: The study will: 1) examine the types and range of community activities that serve as educational opportunities for children with disabilities; 2) identify the characteristics of community participation associated with successful involvement; and 3) describe the benefits for children, families, and community participants associated with children's participation in community activities. Emphasis will be placed on the transfer of knowledge and skills learned in school and applied in a variety of community contexts. The study participants will be 150 children with disabilities (50 during each year of the study) who receive special education services in the Asheville City, Buncombe County, and Burke County School Systems in western North Carolina school systems, along with their parents and teachers. Promoting child participation in typical community activities will involve: 1) identification of community activities that can serve as learning opportunities to reinforce what is learned in the classroom; and 2) procedures for building community capacity to involve children with disabilities in community activities. Asset assessment (parents, children, and community people) will be used to build community capacity and to promote community participation. Dependent variables will include child engagement, performance and competence, and academic achievement and teacher use of community activities for enhancing classroom learning.

Products: Project findings will be disseminated so as to have impact on practices within the fields of child development and education, including special education. Target audiences for dissemination of information, products, and research findings are the key stakeholders that influence and participate in the child development and special education fields including: parents of children with disabilities, practitioners working with children with disabilities, program directors, professional development providers, researchers, policy makers, and the public at large.

Grant Number: H324C010067

Longitudinal Study of Early Locomotive Training in Infants with Down Syndrome and Infants At Risk for Cerebral Palsy

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This project will evaluate the effects of increasing the intensity of the treadmill procedures on the onset of independent walking of infants with Down syndrome (DS). The project also will initiate the science needed to study the ontogeny of treadmill stepping in infants at risk for cerebral palsy (CP).

Method: The project will evaluate the effects of treadmill training on physical stamina of infants with DS as measured by level of physical activity, body composition, gross motor skill development, dynamic balance, speed of walking, walking quality, and the ability to adapt to small objects in the environment while walking. Given the consistent results in the literature suggesting the benefits of locomotion in further cognitive and social development, the project will examine the relationship between locomotive, cognitive, and social skills. These measures will be evaluated at onset of walking and after the child with DS has acquired one year of walking experience. This project also will follow a group of 19 infants at risk for cerebral palsy (CP) beginning at eight months of age until they are 24 months of age. The project will record a series of measurements bimonthly, including: response on the treadmill; level of physical activity for a period of 24 hours; level of motor skill development; level of spasticity; hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. These longitudinal measurements will allow project staff to determine: if and when infants at risk for CP respond to the treadmill; the developmental trajectory of their response; what developmental factors, including physical and cognitive, are related to their response patterns; and whether their pattern of response provides information useful for predicting a diagnosis of CP and the onset of walking.

Products: The results will provide information needed to determine if and when the treadmill intervention program could be utilized with infants at risk for CP.

Grant Number: H324C010086

Improving Engagement in Young Children with Disabilities: A Series of Single-Case Experiments to Increase the Amount and Quality of Young Children's Interactions with Their Environment

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project will study whether teachers can be trained to implement a simple package of interventions (an "engagement package") consisting of incidental teaching, zone scheduling, and collecting data on children's engagement; whether implementation of this package will result in improved engagement in children; and whether improved engagement will result in the attainment of goals established for the children.

Method: The project design consists of six studies, divided into three content areas: social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Each of the six studies will be completed with the same protocol; only the measurement of child IEP goals will differ. Each year, 12 preschoolers with disabilities, regardless of type and severity, and their six teachers will be recruited from the Frank Porter Graham Child Development Center and other centers where children with disabilities are enrolled. Teachers, parents, and researchers will decide on the distal outcomes of intervention on engagement. Teachers will be trained to improve engagement, implement the intervention with one child, establish a data trend, and then implement the intervention with the other child.

Products: The project will increase knowledge about how an intervention package presented to a teacher can result in increased engagement in children, and how engagement improvement is functionally related to concomitant improvement in social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Project findings will be disseminated via an article for parents, an article for teachers, four articles for researchers, workshops, conference presentations, and development of a Web site.

Grant Number: H324C010090

Study of Cultural and Linguistic Diversity and Disability Factors Related to Successful Transition to Postsecondary Education and Post-School Adjustment

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This study will examine: 1) what specific factors support the academic success of culturally and linguistically diverse (CLD) youth with disabilities in high school resulting in successful access to and participation in postsecondary education programs; 2) what contextual factors in high school support the educational success of CLD youth with disabilities resulting in successful participation in postsecondary education; and 3) how high schools and other service providers effectively support CLD youth with disabilities to successfully transition into postsecondary education.

Method: The project will use consumer-driven participatory action research (PAR) to conduct four research activities, each building sequentially upon the other. Research activities will include: a literature search and synthesis, a nationally representative survey, focus groups, and in-depth case studies. The research is designed to tap the expertise of CLD youth with disabilities who have successfully accessed and participated in postsecondary education, thereby yielding valuable information on key factors supporting the successful transition of CLD youth with disabilities. The research will be conducted by the University of Hawaii at Manoa's Center on Disabilities Studies in collaboration with University of Alabama at Tuscaloosa, University of Washington, Northern Arizona University/University of Alaska, and Ohio State University. Each research site will focus on one or two CLD groups, including African-American, Hispanic-American, Native American/Alaskan, and Americans of Asian and Pacific Island descent.

Products: Research results and recommendations will be summarized in a variety of accessible formats tailored for a range of audiences and disseminated through an extensive national network that includes OSEP-funded centers.

Grant Number: H324C010091

A Longitudinal Study of Co-Morbid Disorders in Children and Adolescents

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Beginning Date: 11/01/01
Ending Date: 10/30/06

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Purpose: This study will conduct a five-year follow up of an OSEP-funded study of 115 children identified when they were in kindergarten or first grade as at moderate or high risk for developing emotional and behavioral disorders. These children will be in middle school and high school for the five years of this study.

Method: Of the original 115 students, 104 have been located in 42 different schools in the district. The research will determine the presence and levels of learning, emotional, behavioral, and attention problems, depression, and substance abuse among adolescents who were identified during primary school as at risk for developing EBD. The developmental progression of these students will be studied using growth curve modeling. Analysis will yield a comprehensive model of early prediction as well as describe constellations and hierarchies of risk and protective factors with respect to increasing and decreasing levels of learning and attention disorders, disruptive behavior, depression, and substance abuse and their co-morbidity.

Products: Results will further knowledge of early indicators of learning and disruptive disorders, depression, and substance abuse and risk for these disorders; contribute to the accumulating literature base on the multidimensional nature of these disorders and the long-term impact on children exposed to the identified risk factors; further inform mental health professionals, educators, and policymakers about the long-term outcomes for children identified early as at risk for EBD; and have implications for public health policy and prevention/intervention programs for these at-risk children.

Grant Number: H324C010113

Identification and Provision of Services to Students with TBI in Public Schools

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: This project will track educational outcomes for students with Traumatic Brain Injury (TBI) and will develop a theory of how special education referral, identification, and placement decisions affect success in school for these students.

Method: The project will select a sample of 120 students with TBI, with equal numbers of subjects representing a range within three crucial characteristics: eligibility under IDEA, severity of disability, and parent perception of school program. Students will be tracked both retrospectively and prospectively. Each student's family will complete a set of measures: demographic, socioeconomic status, level and type of special education services, level and type of social service support, level of family support, employment, and education. These measures will be repeated at six-month intervals each year of the project. Data will be summarized descriptively to identify patterns that typify how students with TBI are served. This in turn will lead to theory development and the potential for conducting statistical tests of difference across outcome variables of interest. To gain a greater understanding of how service delivery decisions affect success in school for these students, the project will also collect qualitative data on a subset of subjects, who will be studied intensively through interviews and observations.

Products: The detailed, longitudinal information about the experiences of students with TBI will be useful to educators and medical personnel throughout the country. Educators, students with TBI, and their families will benefit from information about the efficacy of special education services to students with TBI. In addition, the study will yield information, through the qualitative component, about specific features of these services and details of their implementation that enhance their effectiveness. Project results will be disseminated through communication with the Regional Resource Centers, presentations at professional conferences, newsletter articles, and other publications.

Grant Number: H324C010125

Parent Involvement in Public School Programs for Young Children with Autism

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: Educators have increasingly come to view parent involvement as an essential component of public school programs for children with autism. Despite its importance, parent involvement may be difficult to achieve given autism's severity and the challenges associated with parenting such a child. Thus, educators are faced with a dilemma—how can schools actively engage parents in the education of their autistic child so that child benefits are maximized, while negative effects on the family are avoided or minimized? This research project will address this question through a conceptual model that views parent involvement as a process involving both the parents' decision to participate in their child's education and their ability to sustain involvement over time. Drawing from ecocultural studies of family adaptation to childhood disability, the model places special emphasis on the ability of parents to carry out involvement activities within the context of the daily family routine.

Method: A three-year prospective longitudinal study is proposed involving the families of 120 children with autism or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), ages three to six, entering public school programs. Data will be collected from parents (using questionnaires and interviews), school staff (using questionnaires), and the child's school records. In addition, data on a number of outcomes relating to both the child with autism and the family will be gathered at the end of each school year.

Products: The results of the study will provide educators with information that will enable them to more fully appreciate the variety of supportive roles parents can play in the education of their children with autism. In addition, study findings will serve to sensitize educators to potential obstacles standing in the way of parents becoming involved and staying involved in their child's educational program.

Grant Number: H324C010132

Translating Social-Cognitive Research into Practice: The Development and Validation of a Social-Cognitive Assessment and Instructional Planning Resource (SCAIPR) for Children with Mental Retardation

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: Careful assessment of the social-cognitive skills of children with mental retardation is needed to provide the necessary foundation for instruction to improve these children's social functioning. This project will translate the current research in the field of social cognition into a social-cognitive assessment instrument and instructional planning resource that will provide teachers with accessible tools for assessing the social-cognitive skills of children with mental retardation and planning individualized instruction.

Method: The development and validation of the social-cognitive assessment instrument will be carried out over a 3-year period, involving approximately 1600 elementary students, of whom 250 will be students with mental retardation. A series of six steps will be carried out, including: identification of social scenarios, calibration of items, confirmation of calibration, assessment of test reliability, assessment of group differences, and assessment of the relationship to other measures.

Products: The Social-Cognitive Assessment and Instructional Planning Resource will greatly improve existing assessment and instructional practices by enabling teachers to identify specific areas of weakness that are contributing to a child's social difficulties, formulate instructional objectives of a social nature, and plan child-specific instructional interventions that will address each child's deficiencies.

Grant Number: H324C010142

Longitudinal Study of Academic and Social Integration on Progress of Deaf/Hard-of-Hearing Students in General Education Classes in Public Schools

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This project will: examine the extent to which deaf and hard of hearing (D/HH) students, attending general education classrooms in public schools, are academically and socially integrated; track the academic and social progress of these students over a five-year period; identify the school and classroom factors, as perceived by parents, administrators, teachers, and students, that facilitate or inhibit integration and progress of these students; and provide an efficient battery of valid and reliable instruments that can be used by programs to evaluate the academic and social status of D/HH students in order to make decisions regarding the intensity and quality of services.

Method: This research is a collaborative project involving the University of Arizona, the University of Northern Colorado, the Arizona State School for Deaf and Blind, and the Colorado Department of Education. Data will be obtained annually for 250 D/HH students in grades 3-8 who attend general education classrooms for three or more hours each day. To examine academic status, the project will obtain normative data on reading, writing, and math from academic achievement tests; data on classroom academic standing from the students' general education teachers; and information from students regarding their perceptions of classroom participation. To examine social integration, the project will obtain social skills and classroom behavior ratings from teachers and students. Detailed longitudinal case studies, using interviews and observation, will be completed for a subset of 25 students to obtain an in-depth understanding of the specific service, school, and classroom variables that affect their status and progress.

Products: The project will result in data as well as tools that programs can use to assess the status and progress of individual D/HH students in public schools and also to evaluate and justify specific services provided by special education programs. The data collected will assist in the development of, and be incorporated into, program accountability systems in Arizona and Colorado. The data will also be used to diagnose academic and social strengths and problems of individual students, allowing teachers to intervene appropriately. Project information will be disseminated to teachers, administrators, policymakers, professionals in special education, and the general public through reports, workshops, Website development, journal articles, and conference presentations.

Grant Number: H324C010147

An Outcomes-Based Approach to Evaluating Service Coordination Models

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This study will identify those service coordination strategies that best support service system efficiency and child and family quality of life. It will investigate current Part C coordination models, particularly in terms of child and family outcomes as well as costs associated with different models.

Method: Three service coordination models will be evaluated. The models include: 1) an "independent" model, located in Maine and Arizona; 2) a "combined-roles" model in Utah and New Mexico; and 3) a "one-stop shopping" model located in Washington state and Ohio. A total of 210 children (birth to 3 years) with disabilities and their families will be recruited from the six communities. A variety of qualitative and quantitative methodologies will be used: 1) collection of cost data and rating scales associated with the services provided within the three models; 2) community- and state-level interviews and document reviews; 3) ecocultural interviews focusing on child and family adaptations to family functioning and inclusion in the community; 4) family self-report surveys concerning well-being, quality of life, empowerment, access to services, and satisfaction with services; 5) child function; and 6) descriptive information of the coordination strategies in place.

Products: Products from the study will include: 1) an analysis and critique of each model in relation to child and family outcomes; 2) data to inform the government on achievement related to performance review outcomes for Part C; 3) a determination of costs in service coordination and direct service outcomes; and 4) a framework to guide future outcomes-based evaluations of service coordination.

84.023V and 84.324V

Research Institutes to Accelerate Learning for Children with Disabilities with Curricular and Instructional Interventions:

Grade 4 — Grade 8

Grant Number: H023V970008

REACH: Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8

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Beginning Date: 10/01/97
Ending Date: 9/30/02

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Purpose: The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities (REACH) is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH will study complex interventions in standards-based curricula in mathematics, science, social studies, and language arts.

Method: Principal investigators will conduct research around issues of how interventions support students with disabilities, how they impact the learning of key concepts, and what professional supports for teachers are critical for successful curriculum implementation. Researchers in the project will design and pilot interventions, test their impact, and study the impact on student learning of varied implementation supports for teachers, helping to provide students with disabilities access to authentic tasks, strategies to meet the cognitive demands of the task, support for collaborative inquiry with peers, and opportunities for substantive conversations about "big ideas."

Products: REACH will develop a family of products to influence practice, including case studies of supported curriculum, and will disseminate findings and products within several national networks. With its community of researchers and educational leaders and its research program, REACH expects to accelerate content learning for students with disabilities and to contribute to their inclusion in standards-based reform.

Grant Number: H324V980001

Center to Accelerate Student Learning: CASL

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Beginning Date: 1/01/99
Ending Date: 12/31/03

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Purpose: The Center on Accelerating Student Learning (CASL) will accelerate learning in the early grades for students with disabilities and provide a solid foundation for sustained learning through the intermediate grades and beyond. To accomplish this goal, CASL has four objectives: 1) to co-construct, with teachers, effective multi-component instructional interventions in reading, writing, and math, which focus on low- and higher-order skills as well as fluency, transfer, and maintenance; 2) to identify the critical classroom-setting features required for implementing innovative multi-component practices; 3) to develop a conceptual model that integrates a comprehensive instructional framework with classroom context necessary to support its implementation; and 4) to provide practitioners with logistical guidance, self-assessment tools, manuals, and videos for effecting that classroom context and implementing those comprehensive instructional practices.

Method: To accomplish this workscope, CASL brings together five investigators who will work within a common conceptual framework, rely on each other's instructional components to achieve greater comprehensiveness, and collaboratively build instructional methods to promote fluency, transfer, and maintenance. A strategic program of classroom research, with quantitative (descriptive and experimental) and qualitative studies has been designed. CASL will conduct this research across sites (New York City, suburban Maryland, urban Nashville, and rural Tennessee) representing diversity in terms of geography, student demographics, and school organizations. Project staff will collect, analyze, and communicate data on a range of variables, including student learning, contextual features, teachers, and parents. Students will be followed across years to assess the sustainability of effects. Collaboration will occur with content specialists, research institutes, communication specialists, and professional and advocacy organizations to ensure effective communication with diverse audiences. The project will also provide training and research opportunities for at least 11 graduate students, including those from traditionally underrepresented groups.

Products: CASL's work occurs in four strands, each of which span five years. In Strand I, numerous contextual and student variables in diverse classrooms will be studied to identify which contextual features support best practices and student learning. Annual replications will be conducted across sites. In Strand II, investigators will share effective instructional components to build more comprehensive methods and develop new approaches for promoting fluency, transfer, and maintenance. Each year, experimental studies exploring the effectiveness of added instructional features will be conducted. In Strand III, the project will produce a self-assessment for making classroom contexts more supportive; a self-assessment for specifying how to make instructional programs more comprehensive; a set of multi-component instructional methods in reading, writing, and math; a blueprint for helping teachers build more comprehensive methods on their own; manuals/videos with which practitioners learn to use the self-assessments, the instructional methods, and the blueprint; and research reports that are accessible to researchers, practitioners, and parents. In Strand IV, these products will be disseminated in ways that achieve broadest exposure and adoption.

84.158J

Research Institute on Secondary Education Services for Children and Youth with Disabilities

Grant Number: H158J970001

Research Institute on Secondary Education Services for Children and Youth with Disabilities

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Beginning Date: 10/01/97
Ending Date: 9/30/02

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Purpose: The institute designed by this project will plan and conduct a five-year strategic program of research and dissemination to generate information on effective strategies for improving learning opportunities and results for the full range of students with disabilities in secondary school settings.

Method: Using a framework from a longitudinal study of successful school restructuring, five action research programs will be undertaken with teams of teacher-researchers in significantly restructured secondary schools where youth with disabilities are being served in regular or special classes. Field studies in urban, suburban, and rural action research schools will examine the effects of assessment on the design and delivery of integrated instruction and support strategies, parental and student engagement in standards-based initiatives, and career exploration and planning processes which produce high levels of achievement and postschool outcomes.

Products: Research synthesis papers, best practice briefs, and a Design Forum will be completed in the first year of the project to focus and prioritize the five research programs. A national network of dissemination and outreach partner organizations will assist in making the results of the studies widely available to parents, teachers, administrators, and policymakers.

84.221A
Native Hawaiian Special Education Project

Grant Number: H221A000002

Pihana Na Mamo: The Native Hawaiian Special Education Project

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The project will continue to develop and expand its major components, which include the following: 1) Heluhelu: a direct instruction reading program targeting the development of key beginning reading skills in K-3 students and intensive interventions for upper elementary and secondary students falling below key reading benchmarks; 2) Kako'o: a pro-social and culturally appropriate support system for secondary students at-risk for school failure and drop-out; 3) Parent/Community Involvement: an outreach program to encourage and support the participation of parents and community members in the education of Hawaiian children and youth; and 4) curriculum and materials adaptations to meet the unique needs of Native Hawaiian students and their families.

Method: Key activities of the project include: 1) continued development of model reading and behavior support programs in project school sites; 2) ongoing delivery of staff development activities to support direct instruction reading programs and the use of pro-active, pro-social behavior supports; 3) development of parent/community linkages with schools; 4) adaptation of curriculum and materials that are culturally relevant to Native Hawaiian students and families; and 5) continued development and refinement of the project's data system on reading and behavior concerns.

Products: Overall expected outcomes and benefits of the project are: 1) improved reading scores of project students; 2) decreased school-wide referrals for disciplinary actions; 3) increased parental and community involvement and satisfaction with schools; 4) increased availability and use of culturally relevant materials and curricula; and 5) increased rate of graduation for project students. Persons benefiting from the project include: 1) over 5,000 students of Hawaiian and part-Hawaiian ancestry with special needs; 2) 500 regular and special education teachers each year; 3) 50 administrators; and 4) over 1,000 parents and community members each year.

84.324A
Postsecondary Education Programs for Individuals Who Are Deaf

Grant Number: H324A010001

Western Regional Outreach Center and Consortia

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Beginning Date: 10/01/01
Ending Date: 6/30/06

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Purpose: The Western Regional Outreach Center and Consortia (WROCC) will expand the array of educational opportunities within the region for students who are deaf. The project will collaborate with other grantees to operate a postsecondary education programs network for needs assessment, material development, technical assistance, outreach, information dissemination, and ongoing communication. WROCC will serve the states and territories of Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington, and Wyoming.

Method: WROCC will provide technical assistance to institutions to help them develop and improve services for educational access for deaf individuals. The project will use a consortia model, creating a partnership of institutions called hubs, which will serve their own areas. Each hub will have a unique field of expertise accessible throughout WROCC's region. The needs assessment, consultation, training, technical assistance, information dissemination, and materials and products developed by WROCC will serve to expand the educational opportunities available to students who are deaf.

Products: WROCC will establish and maintain the postsecondary education programs network resource center, a clearinghouse for program materials and products available nationwide. The center will operate a national interactive database of records and literature about deafness and the education of people who are deaf.

Grant Number: H324A010002

Northeast Technical Assistance Center

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Beginning Date: 10/01/01
Ending Date: 6/30/06

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Purpose: Through this project, the Northeast Technical Assistance Center (NETAC) will continue to work with postsecondary educational institutions in the northeastern United States to expand the array of postsecondary educational opportunities available and accessible to students who are deaf.

Method: NETAC will achieve its goals through the implementation of proven models, best practices, and innovative technology designed to meet the needs of target audiences. NETAC will work with institutions currently serving deaf and hard-of-hearing students to improve their programs. With institutions not currently serving those students, NETAC will work to develop programs collaboratively and in a cost-effective manner. It will provide consultation, training, and planning and development assistance to staff at postsecondary educational institutions to enhance access to programs and accommodation of individuals who are deaf and to improve students' basic skills before they matriculate in a postsecondary education environment.

Products: By using regional and national networks, NETAC will coordinate and collaborate on the improvement and development of outreach strategies and the dissemination of information about available opportunities and access services to individuals who are deaf. In providing support for institutions across the region, NETAC will create opportunities for sharing previously developed methodologies and research findings and it will continue to develop innovative means of ensuring accommodation and access and provide ongoing evaluation of new and existing programs and services.

Grant Number: H324A010003

Postsecondary Education Consortium: A Regional Center Serving the Southern Region Regarding Postsecondary Education for Individuals Who Are Deaf or Hard of Hearing

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Beginning Date: 10/01/01
Ending Date: 6/30/06

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Purpose: This project, the Postsecondary Education Consortium (PEC) at the University of Tennessee, will provide outreach and technical assistance services to secondary and postsecondary institutions, including academic, vocational, technical, continuing, and adult education programs, to expand and enhance educational and vocational training opportunities in the southern region for students who are deaf.

Method: In collaboration with postsecondary institutions across the region, the PEC will create opportunities for the sharing of previously developed methodologies and research findings, and the development of innovative means of ensuring accommodation and access to education for deaf and hard-of-hearing students. The PEC will conduct a needs assessment to determine the needs, directions, and innovations in effective service delivery. It will provide consultation and technical assistance to enhance and expand postsecondary education services. Training activities are intended to increase professional competencies and technical expertise to professionals at all types of postsecondary educational institutions. The project will collaborate with and coordinate services within the state, the region, and across the nation.

Products: The project is intended to have a significant impact on the range and quality of postsecondary education and support services available to students in the region. It will provide increased and updated resources for

Products: The project is intended to have a significant impact on the range and quality of postsecondary education and support services available to students in the region. It will provide increased and updated resources for professionals and other stakeholders who work with students who are deaf or hard of hearing, through professional development activities and information dissemination at the local, state, regional, and national levels. It will increase collaboration and networking opportunities among groups at these levels, which will help provide increased access to postsecondary education and training with appropriate accommodations for students who are deaf or hard of hearing.

Grant Number: H324A010005

Midwest Center for Postsecondary Outreach

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Beginning Date: 10/01/01
Ending Date: 6/30/06

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Purpose: The Midwest Center for Postsecondary Outreach (MCPO) will increase and improve postsecondary educational opportunities for individuals who are deaf or hard of hearing in 12 midwestern states. The MCPO will provide technical assistance for postsecondary institutions to increase their capacity to attract and serve deaf or hard-of-hearing students.

Method: The MCPO incorporates five regional model elements into its program: a task force/advisory committee representing the expertise of the region and including consumers to determine their needs and provide input; a coordinating council of model programs and services in the region that provide outreach services and focus on areas of need; a scaffolding structure that includes a "train the trainer" model for ongoing human resources development; extensive use of technology that includes Websites, online training, chats, and numerous linkages; and best practices assistance and dissemination for curriculum development, support services, and legislative mandates. The MCPO will cooperate with participating secondary and postsecondary educational institutions within the region to develop outreach strategies and to disseminate information to individuals who are deaf to enhance their awareness of available opportunities, both within and outside the region.

Products: Outreach activities will include development of a manual describing a pre-college assessment program for individuals who are deaf, a Website for high school students and parents, and online training for secondary students. The project will also disseminate information about financial and other support resources available to students who are deaf and to postsecondary institutions to help them accommodate these students. Information will also be disseminated on proven models and other exemplary practices, including innovative technology, to assist administrators, faculty, and staff in implementing effective and cost-effective service-delivery systems that foster integration of students who are deaf with other students.

84.324B
Student-Initiated Research Projects

Grant Number: H324B010007

Effects of Family Guided Routines Intervention on Caregivers' Teaching Interactions with Their Children with Autism

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Beginning Date: 8/01/01
Ending Date: 7/30/02

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Purpose: This project will examine factors that affect generalization of use of intervention strategies by caregivers of young children with autism. It will address the issue of generalization by training caregivers within family-guided routines while programming for generalization based on general case programming principles.

Method: Single-subject experimental designs will be used to investigate the effects of intervention. Five children with autism will participate along with their primary caregivers. The intervention will be conducted at home or in the preferred natural environment for each dyad. Initial interviews of caregivers will be used to identify preferred daily routines and activities that can serve as intervention settings. Within the identified routine, caregivers will be introduced to the target strategies through coaching, modeling, and review of videotaped interactions. Caregiver strategies will be individualized for each dyad based on the child's IEP objectives.

Products: The project is expected to help professionals understand and predict generalization of strategy use by caregivers. This information will help clinicians identify optimal contexts for intervention to enhance potential results of caregivers' teaching interactions with their children with autism.

Grant Number: H324B010009

Co-Teaching in Middle Schools

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Beginning Date: 9/01/01
Ending Date: 8/31/02

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Purpose: This project will describe the roles and responsibilities of general and special educators in co-taught middle school classes such as English, social studies, or mathematics. The study will conduct a series of observations across a range of co-teaching pairs, augmented with interviews, to document what co-teaching looks like and what teachers think about co-teaching in three middle schools in a single district in western New York state. It will also compare co-taught classes with classes that are not co-taught to determine if the learning environment is enhanced by the addition of the special education teacher in the classroom.

Method: Data will be collected on statewide achievement tests and will be statistically analyzed to determine if co-taught classes are associated with enhanced outcomes for students with high-incidence disabilities. Student performance will be measured by test and quiz scores as well as the New York State assessment given in the eighth grade.

Products: The results of this study will contribute to the database of co-teaching practices at the middle school level and their impact on classroom learning opportunities and outcomes for students with mild disabilities. The project will help to develop understandings of the nature of the different roles of general and special educators in co-teaching arrangements at the middle school level.

Grant Number: H324B010016

An Analysis of the Effects of Peer Assisted Sentence Combining Practice on the Sentence Construction Skills of Students with and without Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/02

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Purpose: This project examines the effect of sentence combining on the sentence construction skills of poor writers with learning disabilities and good writers without learning disabilities when the technique is taught in a peer-assisted learning format. Students receiving this instruction will also learn how to use the sentence combining skills they are taught when they revise their compositions.

Method: Sixty-four fourth-grade students with and without learning disabilities will participate in 36 instructional lessons. They will be randomly assigned to two conditions: experimental (peer-assisted sentence combining) and control (instruction in basic grammar skills). In each condition, a student with learning disabilities will work collaboratively with a good writer without disabilities. Decontextualized measures of sentence construction skills will be administered during instruction to monitor student progress. Students will also write and revise stories in pretest, posttest, and maintenance phases to measure their ability to apply the skills they are taught. In addition, they will complete a self-efficacy measure at each of these times.

Products: The project intends to show that peer-assisted sentence combining instruction will improve the syntactical complexity, length, and quality of students' stories as well as the quantity and quality of their revising. It also will attempt to show that peer-assisted sentence combining instruction will enhance students' self-efficacy for writing. As a consequence of this instruction, students should be able to compose narrative stories that can more accurately communicate their intended message.

Grant Number: H324B010026

Enhancing Teacher Competence in Accommodating Challenging Behaviors: Comparing a Professional Development Model to Traditional In-service Training

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Beginning Date: 8/01/01
Ending Date: 7/31/02

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Purpose: This project will examine the effects of a professional development program designed to provide teachers with evidence-based strategies and collaborative skills to address the needs of children with challenging behaviors. Project objectives are to compare the effectiveness of a collaborative, professional development model of inservice training to a traditional inservice training model; to evaluate the effects of training on teacher knowledge, classroom practices, self-efficacy, and beliefs; and to evaluate the effects of training on students' academic and behavioral functioning.

Method: Participants will include 30 teachers in kindergarten through grade 5 and 120 children enrolled in the participating classrooms. Teachers will be randomly assigned to an experimental group, a treatment control group, or a no-treatment control group. Each teacher will nominate four children (one who exhibits challenging behavior, plus three comparison children, one comparison child who is similar to the target child in terms of behavior and academic functioning, and two characterized by the teacher as "average" in terms of classroom performance). Both experimental and treatment control groups will receive 20 hours of didactic training in the areas of functional assessment and positive behavioral support. The project will be conducted over 12 months, during which time teachers and independent observers will complete dependent measures, including classroom observations, narrative recordings, interviews, and questionnaires, and data will be collected from the schools.

Products: The development and evaluation of a professional-development program focusing on challenging behaviors will fill a void that currently exists in research and practice. It will provide an empirical test of specific components of a professional-development model, and it will provide participating teachers with knowledge, skills, and continuing support to develop, implement, and monitor effective classroom practices, thereby enhancing generalization to other children and teaching situations.

Grant Number: H324B010027

The Literacy Experiences of Young Children with Disabilities in Preschool Settings

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Beginning Date: 8/01/01
Ending Date: 7/31/02

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Purpose: This project will describe the extent to which young children with disabilities currently have access to and are engaged in pre-literacy experiences across inclusive and self-contained settings, and to compare these experiences to those of children without disabilities.

Method: Three descriptive data collection instruments will be developed to collect information on the pre-literacy experience of young children. The data collection system will include an observational time sample instrument, a classroom environmental checklist, and a family questionnaire. These data collection procedures will be implemented with 45 preschool-age children (30 with disabilities and 15 without disabilities) over the course of six months. Detailed descriptive data will be collected on the types of pre-literacy experiences that are available for children within their preschool classrooms. Each child's parents will be asked to complete a questionnaire to gather information on the literacy experiences outside the classroom.

Products: The study will answer questions related to the extent to which young children with disabilities have access to pre-literacy experiences during their instructional day, the range and frequency of those experiences, how those experiences differ across self-contained special education and inclusive classroom settings, how they differ from the experiences of children without disabilities, and the relationship between children's engagement in pre-literacy activities and families' perceptions of the importance of pre-literacy activities for their child.

Grant Number: H324B010029

The Demand Writing Instruction Model: Helping Students with Learning Disabilities Pass Statewide Writing Assessments

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Beginning Date: 8/01/01
Ending Date: 7/31/02

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Purpose: This project will develop, evaluate, and validate the Demand Writing Instructional Model (DWIM) as an alternative to traditional writing interventions. The goal of the DWIM is to increase the proportion of fourth-grade students with learning disabilities passing statewide writing assessments.

Method: The DWIM will incorporate a number of research-based teaching practices in writing strategy instruction for students as well as instructional methods designed to directly link student outcomes with state standards and authentic writing assessments. The DWIM will focus on teaching students how to plan, organize, and write narrative and expository essays in a limited amount of time. Additionally, the DWIM will be designed for students with learning disabilities and/or students with poor writing skills in general education settings and implemented in urban schools where there is a high proportion of low-income and culturally diverse students. The research will be conducted in elementary schools in Topeka, Kansas and will involve three general education classrooms (approximately 25 students per class, five of whom are expected to be students with learning disabilities). Data will be collected to evaluate the effectiveness of the DWIM relative to improving students' writing fluency, meeting state standards, passing statewide assessments, increasing social validity, and demonstrating efficiency and scalability in large-group settings.

Products: The findings from the study will be analyzed in relation to these outcomes and disseminated to the field for teacher and classroom use.

Grant Number: H324B010030

The Development and Validation of an Interactive Hypermedia Program for Teaching Word Identification Skills to Students with Disabilities

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Beginning Date: 8/01/01
Ending Date: 7/31/02

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Purpose: This project will develop and validate an Interactive Hypermedia Instructional Program (IHIP) for delivering instruction in advanced word decoding to middle school students with mild disabilities.

Method: The instructional strategy includes empirically validated procedures for use with students with disabilities expected to participate in general education settings. This project will investigate the efficacy of using the IHIP relative to: 1) student knowledge of the component parts of the strategy and rationales for its use; 2) student mastery during controlled and advanced practice activities; 3) student generalized use of the strategy in content-area classes; 4) student and teacher satisfaction; and 5) required teacher instructional time. The research will be conducted in middle schools in Topeka, Kansas, and will involve 60 students identified with learning disabilities. Data will be collected to evaluate the effectiveness of the IHIP relative to improving student decoding skills on content-related materials, increasing social validity, and teacher instructional time.

Products: The findings from the study will be analyzed and disseminated into the field for teacher and classroom use.

Grant Number: H324B010033

Empirical Analysis of Positive Behavioral Supports in General and Special Education Classrooms

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Beginning Date: 9/01/01
Ending Date: 8/31/02

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Purpose: This project will examine the effects of teachers' use of positive behavioral supports (PBS) on the social and academic performance of students in elementary schools. Elementary school teachers will be recruited from a statewide demonstration site to implement schoolwide, classroom, and individual interventions that support students with or at risk of developing emotional disturbance.

Method: Three types of students will participate in the study: typically developing students, students at risk of developing emotional disturbance, and students with emotional disturbance. Four classrooms will be used: a primary and an intermediate general education setting and a primary and intermediate special education setting.

Typically developing students in the general education classroom will be matched with students at risk of developing emotional disturbance, and with students with emotional disturbance selected from the special education classroom. Teachers of these students will be trained in the use of one of five efficacious intervention strategies. Teachers and project staff will conduct functional behavior assessments of students' problematic classroom behavior and identify an intervention to positively support student behavior. Student academic and social progress will be assessed through a series of single-subject designs. Parents will meet with teachers before, during, and after the interventions to discuss their child's behavior progress and to give feedback on the effects of the PBS process.

Products: Results will provide empirical findings on the performance of students at three levels of educational need (typically developing, at risk of developing emotional disturbance, and exhibiting emotional disturbance). The project will assess the impact of focused professional development on teachers' use of specific intervention strategies in the classroom, and will also assess the influence of school-based interventions on parents' perceptions of their children's behavioral progress.

Grant Number: H324B010035

Survey of Teachers and Principals in Residential or Day Treatment School Programs for Students with Emotional and Behavioral Disorders

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project will investigate current school-level educational policies in private or public day treatment/residential school programs for students with emotional/behavioral disorders (EBD). The study will survey educators on school-wide policy and on their views about which policies support student academic achievement.

Method: This national study will survey elementary school teachers and principals currently employed in private or public day treatment/residential school programs for students with EBD. The mail survey will query these professionals on three topics of school policy: 1) instruction and curriculum; 2) assessment of students; and 3) transition of students between the public/home school and day treatment/residential school.

Products: Project-related outcomes and materials include a written report to the Department of Education and submissions to scholarly and practitioner-oriented journals. In addition, results will be disseminated via conference presentations at both the national and local levels.

Grant Number: H324B010037

The Latina Voice in Special Education: Classroom Behaviors, School Attitudes and Gender Identity of Latina Students in Special Education

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Beginning Date: 8/01/01
Ending Date: 7/31/02

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Purpose: This qualitative research will determine whether there are measurable differences in classroom behaviors, school attitudes, and gender identity of Latina students with mild to moderate learning disabilities who attend single-gender or mixed-gender special education classes. Latinas receiving special education services are considered to be at very high risk for dropping out, and single-gender environments may provide one viable option to encourage school continuance for Latina students in special education.

Method: The study will utilize classroom observations, focus group interviews, and individual interviews with 12 to 15 Latina students, teachers, and administrators to gather information on the impact of the programs.

Products: This study will contribute to the paucity of literature investigating female minority students with disabilities.

Grant Number: H324B010038

Improving Sociocommunicative and Play Skills in Young Children with Autism Spectrum Disorders

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will assess the impact of a particular strategy, Individualized Joint Action Play Routines (IJAPR), on the social and cognitive play skills of young children with autism spectrum disorders (ASD). Specific strategies, such as pre-training with IJAPRs for children with ASD and supported integration with typical peers, will be employed to increase maintenance of social and cognitive play skills without adult guidance.

Method: Six separate play groups of children will be established for the study. Each play group will include two children (ages 4-6) who are typically developing and one child (age 3-5) with an autism spectrum disorder. The play groups will be taught by three different special education graduate students and will be held three times a week. The following treatment model will be used in the study: a pre-assessment of individualized play, language, and social skills to provide detailed individualized information about each child with an ASD; pre-training for children with an ASD to familiarize them with the routine and expectations and to prepare them to communicate and play with typically developing peers using play and communication aids; pre-training for typically developing peers to familiarize them with each individual communication need and style of the children with an

ASD and with strategies and techniques to facilitate the play of the children; use of joint action play routines and specific facilitation strategies to be applied during the intervention phase; and family involvement to obtain family input with respect to the child's current play skills and interest in the home.

Products: Instructional materials based on the results of the study will be made available to teachers, administrators, and other interested parties. Training will also be offered to participating schools and teachers following the completion of the project.

Grant Number: H324B010039

Socialization of Students Labeled as Learning dis/Abled: Rewriting the Text of Self

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Beginning Date: 7/01/01
Ending Date: 6/30/02

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Purpose: This project will demonstrate the ways in which language shapes self-concept formation in adolescent students labeled as learning disabled. It will connect the ideological quality of language to the conceptions of learning disability, illustrating the ways in which language constructs notions of self as disabled.

Method: The study is designed as participatory research in order to include three adolescents with learning disabilities as collaborative participants. As well as participating in one narrative interview, these collaborators will help shape the types of questions asked and the analysis of data throughout the study. Twelve other adolescents labeled as learning disabled will participate in focus group interviews regarding their life experiences since their special education identification. Data from the study will be analyzed using critical discourse analysis.

Products: The significance of this project lies in its ability to alter and enlarge the notion of self within the learning disabilities literature. The fluid idea of self can help people rethink the ways in which language may contribute to the understanding of consciousness and the kinds of emotional reactions and manifestations of ideas of self. This in turn can help our understanding of what puts students with learning disabilities at risk for troubling behavior as well as indicate strategies that promote resilience.

Grant Number: H324B010041

Correlates of Responsiveness in Mothers of Children with Fragile X Syndrome

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Beginning Date: 1/01/02
Ending Date: 12/31/02

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Purpose: This study will examine particular maternal behaviors in mothers of children with fragile X syndrome (FXS), within interactions with her affected child.

Method: The frequency of "maintaining" versus "directive" behaviors will be collected along with specific maternal behaviors within a 60-minute naturalistic observation and a 10-minute toy play observation. Various rating scales and parent questionnaires will be administered to measure particular maternal characteristics, including depression, self-esteem, perceptions of personal upbringing, child-rearing attitudes, and social support. The cognitive status of the mother and developmental and behavioral abilities of the child will be obtained. Finally, mothers will be interviewed regarding rewards and challenges in interacting with their children.

Products: Studying the behaviors of mothers of children with FXS in interactions with their children will help to identify targets for intervention and will increase understanding of mother-child interactions in dyads affected by FXS. Understanding how mothers of children with disabilities respond to their children and what maternal characteristics impact this behavior will help to identify future directions for research and intervention. The theory and knowledge generated by this study will be disseminated through two journal articles and conference presentations. One article will be written for a professional audience, and the other will be written for parents. The findings of this study will also be posted on a World Wide Web site that will report the results and meaningful implications for practitioners and families

Grant Number: H324B010042

Prevention of Educational Exclusion of SPED Students

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Beginning Date: 9/01/01
Ending Date: 6/30/02

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Purpose: Project PEESES (Prevention of Educational Exclusion of SPED Students) will focus on how to prevent the inappropriate educational exclusion of students in special education as a result of disciplinary actions.

Method: Project staff will study manifestation determination meetings and operations and will interview teachers, administrators, parents, and students with disabilities involved in making manifestation determinations to gather an in-depth understanding of the process.

Products: The outcomes of this study can be used for: 1) guiding and judging manifestation determination decisions; 2) establishing policy guidelines at the state and local levels; and 3) highlighting areas that will require additional attention in the upcoming IDEA reauthorization.

Grant Number: H324B010060

Teachable Moments in Adolescent Delinquency

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: Adolescents with emotional and/or behavioral disorders (EBD) frequently reinforce verbal aggression and antisocial talk with laughter and social support. This verbal reinforcement generally precedes physical antisocial behavior. This project argues that antisocial verbal behaviors are important and often overlooked antecedents to later, serious delinquent acts. As antecedents, verbal behaviors are easily identified and can be targeted as a previously unexplored window of opportunity for the efforts of delinquency prevention. The project will examine the potential efficacy of Motivational Interviewing (MI) as an individual, brief, cost-effective intervention for the antisocial verbal behavior common to EBD adolescents.

Method: A pre-test, post-test experimental control group design will be utilized to examine the impact of this brief intervention. This design will be guided by four questions: 1) does MI impact an EBD adolescent's use of antisocial talk?; 2) will a brief MI intervention impact an EBD adolescent's perception of self-control?; 3) does MI impact the coping strategies used by EBD adolescents?; and 4) does MI reduce problem behavior in the classroom?. Forty EBD students from two different school districts in western Oregon will be randomly assigned to either the control or experimental condition. It is hypothesized that the experimental MI intervention will reduce the target adolescent's reinforcement of antisocial talk, increase self-reports of self-efficacy and coping, and reduce problem behavior in the classroom.

Products: The effective demonstration of this project will develop new tools and open previously unexplored avenues in the science of delinquency prevention.

Grant Number: H324B010061

Are We Making a Difference? Measurement of Family Outcomes in Early Intervention

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project explores the measurement of family outcomes in early intervention and intends to determine the underlying constructs in the array of outcomes. The study intends to result in a measurement tool that will provide a useful means of gathering systems-level data, which has implications for both resource allocation and program planning. A sound, practical instrument is beneficial in encouraging widespread measurement of family outcomes, ultimately improving practice and policy.

Method: The primary method of data collection will be the use of self-administered questionnaires. Study participants will be 200 families from four early intervention regions of North Carolina who have participated in the state's early intervention program. Data collected through several instruments will be analyzed to address five research questions. Descriptive questions are related to the type and amount of family outcomes and psychometric properties of the instrument. Explanatory questions are related to the associations of various predictors with family outcomes.

Products: The findings will enhance the understanding of family outcomes and the extent to which practice results in intended benefits to families. The study will provide a statistical basis for measuring core family outcomes. Findings will improve understanding of a particular measurement instrument that can provide a useful, practical means of gathering systems-level data. Furthermore, findings are expected to enhance understanding of variations in perceived outcomes that are associated with identified child, family, service provider, early intervention system, and community characteristics.

Grant Number: H324B010062

Systematically Progressive Assessment (SPA) through Multiple Gating

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Beginning Date: 10/01/01
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Purpose: This study will examine the efficiency and effectiveness of using Systematically Progressive Assessment (SPA), a multiple gating approach developed for the study, to discriminate between students with different subtypes of attention deficit/hyperactivity disorder (AD/HD) and to identify target behaviors for intervention.

Method: The systematically progressive assessment approach uses a multiple gating approach to assess youth with each subtype of AD/HD. This assessment moves from least intrusive and least expensive measures (simple checklists) to most intrusive and expensive measures (interviews and observations). Students already identified with both subtypes of AD/HD (inattentive and hyperactive/impulsive) will participate in the study and will be evaluated with all assessment tools at each of the three gates. Parents and teachers will help collect the assessment data for each gate in the SPA program. After all data has been collected and analyzed by the project staff, parents and teachers will review the findings of the assessments, discuss what they feel are critical behaviors to target with interventions, and rate their perceptions of the potential effectiveness of a variety of interventions, given the information they have learned from the assessments.

Products: Information collected through the SPA will be shared with parents and teachers who will rate the various interventions in terms of perceived effectiveness. These ratings will be used to compile two packages of promising interventions: one targeting students with the inattentive subtype of AD/HD and one targeting students with the hyperactive/impulsive or combined subtypes of AD/HD. Schools will be able to use these two packages of interventions as a reliable method of discriminating among students with each subtype of AD/HD.

Grant Number: H324B010063

Fluency Building: The Next Step to Increase Language for Children with Autism in Inclusive Classrooms

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Ending Date: 9/30/02

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Purpose: This project will develop and implement strategies that combine naturalistic language intervention with precision teaching to develop language and spontaneous communication within a play context for children with autism.

Method: The language intervention used in this study will be introduced to the children as the "Go Fast Game," which will involve short, intense training and timings on naming items in the environment quickly. Rate of response will be measured during the intervention as well as the spontaneous use of language during free play. Once high rates of responding have been obtained, a peer will be introduced into the short training sessions to promote communication between children during the free play period. A single subject experimental design employing a multiple baseline design across three settings with four children will be conducted under vigorous program evaluation objectives to ensure the efficiency, effectiveness, and timeliness of the project.

Products: The intent of this project is to present a useful strategy to parents and teachers that would assist them in the successful inclusion of children with autism with their peers. This strategy is designed to increase fluency of language skills for these children with autism so that they will be able to use the words easily and spontaneously during free play with their classmates. Development of these skills may promote successful interactions between peers and lead to more productive inclusive classroom experiences for all children.

Grant Number: H324B010064

Project LINK — Linking Interventions for New Knowledge: Building Behavior Support Plans across Multiple Environments

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project will examine the effectiveness of an innovative intervention approach (transituational intervention) in reducing problem behavior across multiple environments (e.g., school, home, and community). Transituational interventions are interventions implemented in one setting that result in positive behavior change in another setting or settings with little or no effort in the secondary settings.

Method: Young students with disabilities who engage in problem behavior in multiple settings will participate in the study. A multiple baseline design across settings will be utilized to determine the effects between transituational interventions and further reduction in problem behavior in the primary implementation settings (regular education class) and the secondary setting (e.g., special education class, recess, home).

Products:: Results of the study will increase the collaboration and communication between educators and parents regarding problem behaviors and will also increase the focus of interventions to altering home and school environments. It will also expand the resources, time, and supports for families and school staff in providing needed behavior supports.

Grant Number: H324B010065

Benefit of Three FM Devices to Speech Perception of Hard of Hearing Children Listening in a Typical Classroom

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Beginning Date: 1/01/02
Ending Date: 12/31/02

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Purpose: This study will use an alternating treatments design to investigate the speech recognition abilities of a minimum of eight children who are functionally hard of hearing (learning in classrooms primarily via the auditory channel) using three types of FM devices in a typically noisy classroom environment.

Method: Subject selection will specify a minimum of four subjects with hearing aids and four subjects with cochlear implants. Three types of Signal/Noise-enhancing FM devices are in current use in mainstream classrooms that include students who are hard of hearing: 1) a personal FM system which is linked to hearing aids or cochlear implant; 2) a sound field system with speakers placed in the ceiling throughout the classroom; or 3) a personal sound field system (like a computer speaker) placed on the student's desk. The decision of which type of FM equipment to provide to a student is primarily based on anecdotal information or from commercial marketing of FM devices. Educational audiologists and other related service providers working with students who have auditory disabilities lack empirical evidence to decide which type of equipment is most appropriate for use in typical classrooms.

Products: The evidence obtained will assist educational audiologists or other school personnel in determining which FM device would be the most appropriate to provide to school-age children using hearing aids or cochlear implants.

Grant Number: H324B010068

Project PROPEL: Providing Research on Practice Expected by Legislation

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project will develop a Functional Behavioral Assessment and Behavior Support Plan (F-BSP) protocol that is: 1) effective in reducing problem behaviors and increasing appropriate behaviors of students with disabilities who display disciplinary problems in the schools; 2) deemed as acceptable to diverse members of school teams that include parents of students with disabilities, students with disabilities, special educators, general educators, administrators, and individuals with behavioral expertise; and 3) efficient for team members to complete.

Method: The F-BSP protocol will be refined through feedback from an advisory committee consisting of a student with a disability, a parent of a student with a disability, school personnel, and nationally recognized experts in the F-BSP field. Then the F-BSP protocol will be used by four school teams to complete the assessment, develop the plan, implement the plan, and evaluate the outcomes for four students with disabilities who display disciplinary problems. Data will be collected to directly measure: 1) the effectiveness of the F-BSP protocol in reducing the students' problem behaviors and increasing appropriate behaviors; 2) the acceptability of the F-BSP protocol among each member of the diverse teams who complete the process; and 3) the efficiency of the process through records of team members' time commitments.

Products: The outcome of Project PROPEL is a specific F-BSP practice that has research demonstrating its effectiveness, acceptability, and efficiency in addressing the F-BSP mandate in IDEA 1997. The F-BSP protocol and research will be actively disseminated to parents of students with disabilities, educators, and other relevant consumers. Ultimately, Project PROPEL will provide research on a practice that will proactively prevent children with disabilities from developing severe problem behaviors that lead to school disciplinary issues and school violence.

Grant Number: H324B010074

Preventive Early Interventions for At-Risk Children in Kindergarten

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project will investigate the effectiveness of two instructional procedures on improving the social and academic behavior (specifically in terms of reading) of kindergarten children at risk of antisocial behavior and school failure. In addition, a comparison of procedures comprised of social instruction alone, phonological/phonemic awareness instruction alone, and social skills instruction in addition to phonological/phonemic awareness instruction on the behavior and risk of school failure of these students will be investigated.

Method: Kindergarten children will be screened to assess their risk for antisocial behavior and reading difficulties. Participating kindergarten teachers will be taught research-based interventions and will implement them in their classrooms. Pre- and post-measures of social behavior and pre-reading skills will be collected, as well as biweekly probes of observed social behavior and early literacy. Further, treatment integrity and social validation will be measured.

Products: The project is expected to contribute to improved outcomes for children who participate in the project in terms of social behavior and lowered risk of school failure. Teachers participating in the project are expected to improve their knowledge and skills in working with these students. The project will add to the knowledge base with regard to proactive early intervention and prevention strategies.

Grant Number: H324B010078

The Stress of Parents of Infants Cared for in the Neonatal Intensive Care Unit

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Beginning Date: 1/01/02
Ending Date: 12/31/02

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Purpose: The goals of this study are the following: 1) to determine whether the amount of stress experienced by families of children being cared for in a traditional Neonatal Intensive Care Unit (NICU) differs from that experienced by families of children being cared for in a Neonatal Individualized Developmental Care and Assessment Program (NIDCAP) model NICU, and 2) to gain a better understanding of the elements of those two NICU environments that have an impact on parental stress level.

Method: The sample for the study will be drawn from families with infants being cared for in the NICUs of two area hospitals; one hospital uses a traditional medical model NICU and one is a trained NIDCAP-model site. Using data from surveys and qualitative family interviews, this study will compare the amount of stress experienced by families in each setting and examine the elements of the different NICU environments that have an impact on parental stress.

Products: The findings of this study will provide useful information to families, nurses, physicians, special educators, and psychologists about the NICU environment, further research needed, and promising practices in the NICU. Researchers will be able to further guide their research, practitioners will be able to adjust the NICU environment accordingly, and families and children will have improved outcomes after the NICU experience.

Grant Number: H324B010079

Relationships between Poor Readers' Performance on Predictable and Decodable Texts and Their Performance on Natural Text: An Exploratory Study

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Beginning Date: 9/01/01
Ending Date: 8/31/02

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Purpose: This study is a first step in evaluating the influence of texts on reading skills and investigating the relationships between predictable, decodable, and natural texts and the reading performance of elementary students.

Method: Forty-eight subjects receiving special education services for reading difficulties in second and third grade from two elementary schools will participate. The subjects from each school will be randomly assigned to groups, which will be randomly assigned a sequence of conditions (texts). The predictable, decodable, and natural text conditions will be counterbalanced among the groups. Predictable text contains repetitive features (e.g., rhyme, events, and sequence of words or phrases) and consists of words not decodable for the reader. Decodable text does not have repetitive features and primarily consists of words containing letter-sound relationships in the student's repertoire and may contain previously taught sight-words. Natural text is not predictable nor specifically written to be decodable. Four reading skills—literal reading comprehension, oral reading fluency, and oral reading accuracy in context and in isolation—will be measured. Following a pretest, the subjects will each participate in three one-hour sessions during which either predictable, decodable, or natural text will be read. An analysis of variance that falls in the class of linear models will be used to analyze data. Mean responses will be expressed as a linear combination of factors controlled. Groups will be compared on their performance in reading predictable, decodable, and natural texts; gender; school; and reading level.

Products: It is expected that the findings will have primary implications for designing reading instruction for beginning readers and students with reading difficulties. The findings will be disseminated in a variety of ways to be useful and meaningful for consumers and parents.

84.324D
Directed Research Projects

Grant Number: H324D980006

Sustaining Comprehensive School Reform: A Comparative Case Study of Success for All

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: Through this project, the National Association of State Boards of Education and the Allegheny University of the Health Sciences will conduct a four-year study of the sustainability of efforts at comprehensive school restructuring that have demonstrated positive results for students with disabilities. The successful model from which this project draws was developed for inner city schools serving large numbers of disadvantaged children; the model sought to ensure that every child, including those with disabilities, learned to read in the early grades.

Method: The project will conduct a comparative case study of four schools to test the results of the model where sustainment of the model varies. It will assess the sustainability of the model, document outcomes for students with disabilities, and identify those factors that influence sustainability. In-depth case studies will be conducted using qualitative research methods and research will be guided by a broad-based conceptual framework that includes indices to determine whether or not a practice has been sustained and factors likely to influence sustainability.

Products: The study will extend the research base regarding education policy and school restructuring as well as provide new information about the inclusion of students with disabilities in general education reform. Findings will be disseminated to a wide variety of stakeholders at state and local levels.

Grant Number: H324D980022

PROJECT BRIDGE: An Examination of a Model for Linking Research to Practice for Students with High Incidence Disabilities in Reading

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: The goal of this project, PROJECT BRIDGE, is to make explicit a research-to-practice link by implementing three documented effective instructional practices. These practices illustrate the principles that form the basis of this project's conceptual framework. In addition, the framework explicates the roles of teachers and schools in effective professional development programs, which will be implemented and evaluated through PROJECT BRIDGE.

Method: This research project will be a collaborative venture between the University of Texas Center for Reading and Language Arts and four Texas schools, including two intervention schools and two comparison schools. Approximately 38 general education teachers who have students with high-incidence disabilities in their classes (Grades 3 - 5) and 14 special education teachers have agreed to participate. Twenty students with high-incidence disabilities, 20 low achieving students, and 20 average-to-high achieving students from each school will also participate. The project will be implemented in three phases: 1) Set Up, an opportunity to assess the school culture, conduct pre-tests, establish the researcher/teacher partnership, and establish timelines; 2) Start Up, the implementation phase, in which teachers learn and implement the three instructional practices; and 3) Follow Up, in which the extent to which the instructional practices were sustained and factors that influenced their use will be examined. Both quantitative and qualitative data will be collected to determine academic and social outcomes for students.

Products: Procedures for collaboration between teachers and their efforts to mediate the knowledge base from the instructional practices into their own routines will be documented. It is expected that the findings from this project will directly influence the knowledge base about bridging the gap between research and practice. Findings will be disseminated at the national level through conference presentations, journal articles, and chapters in books that influence administrators and practitioners.

Grant Number: H324D980029

Sustaining Inclusion and Restructuring

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: The importance of Project SIR (Sustaining Inclusion and Reform) is to study what happens to the inclusion programs previously developed by the project, to identify variables that influence the sustainability of this innovation, and to ascertain whether an innovation intended to promote school-to-school diffusion will succeed when research is complete.

Method: Project SIR will study whether teacher-developed inclusion innovations at two schools have been sustained and whether either school has assisted additional schools in developing inclusion programs. The project will conduct nested case studies of the two schools, will describe what happens to the innovations, and will identify the variables that sustain and constrain them. The project will conduct micro-, meso-, exo-, and macro-systems analyses. The project will also conduct a case study of the lateral diffusion of innovation from school-to-school.

Products: Training manuals will be disseminated to schools interested in restructuring and inclusion. Project staff also will work with district and state personnel to reach school practitioners through developing a World Wide Web site. Manuscripts will be submitted to professional journals, and project findings will be presented at national and state conferences. Results will be disseminated to school audiences through the school-to-school dissemination efforts and via newsletters, workshops, and conferences of regional and national reform networks. The project staff will also network with the Office of Special Education Programs (OSEP)-funded dissemination and technical assistance providers.

Grant Number: H324D980041

Sustainability of ClassWide Peer Tutoring: An Effective Instructional Intervention for Students with Disabilities in Inclusive and Special Education Classroom Settings

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: This research project will focus on the contexts that sustain quality use of classwide peer tutoring (CWPT) as an effective instructional intervention for students with disabilities in inclusive and special education classroom settings. Past research has shown that, when using CWPT compared to traditional instructional methods, students at risk of and with disabilities achieve spelling and reading skills at a faster rate, retain more of what they learn, and make greater advances in social competence.

Method: Research activities in this project will examine the extent to which CWPT has been shown to be effective and sustained beyond the existence of prior projects, the factors that influence the level of sustainability, and the type and support strategies employed during initial implementation stages over time.

Products: The expected outcomes will be a new knowledge base on school and classroom contexts that sustain quality use of CWPT interventions across multiple sites. Research evidence generated by the project will report on the effectiveness of CWPT in urban and suburban school districts, and generate new knowledge concerning how CWPT interventions can be sustained in inclusive and special education classroom settings. It will produce information on how to widen the scale of use of CWPT in classrooms, and how to promote effectiveness, utilization, acceptability, and teacher support. Research and practice knowledge will be disseminated to teachers, school administrators, parents, and policymakers at local, state, and federal levels.

Grant Number: H324D980057

Sustaining Promising Innovations: Sustaining a Self-Directed Future for Students in Transition

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: The purpose of this project includes: 1) research the factors that affect the sustained use of an instructional program that teaches students how to do self-directed transition planning; 2) research the immediate and longer-term impact of the instructional program on participating students; and 3) document the critical factors that either promote or hinder the sustainability of the instructional program and disseminate project findings in a variety of formats that target researchers, practitioners and consumers.

Method: In order to accomplish these goals, the project will conduct in-depth "longitudinal" case studies drawing upon a sample of existing sites in New York and Utah. The project will employ a multiple-method, multiple-case embedded design that will be structured by a conceptual framework of sustained use.

Products: Products for researchers, practitioners, and consumers will be developed. Case study reports containing detailed descriptions of the project's case study methods, major findings related to the project's conceptual framework for sustainability, and recommendations for future research will be available to researchers. Manuscripts will be developed for publication in journals that target researchers and findings will be presented at state, regional, and national conferences. Practitioners' Guides will be developed and presented to the project's participating teachers and administrators in the cross-site focus groups, the state liaisons, and external evaluators. These guides will be disseminated in a variety of formats (e.g., Internet web page, hard copy formats) and through various mechanisms (e.g., Western Regional Resource Center, state liaisons, collaborators in other states). Consumers' Guides will be developed that will target parents and students. These guides will contain recommendations for students and parents on how to become active participants in an instructional program that teaches students how to be self-directed in making future plans. These guides will also be available in a variety of formats through various mechanisms.

Grant Number: H324D980065

Studying the Sustainability of Four SED Prevention Projects

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Beginning Date: 1/01/99
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Purpose: The purpose of this Sustainability Project is to study the implementation of practices found to be effective as early interventions for students who may otherwise develop emotional or behavioral disabilities. It will examine and test the sustainability of four culturally diverse and successful education reform efforts at least one year after the original researchers were involved.

Method: The project will investigate the results of four federally funded projects on early intervention and will address questions relating to the sustainability and results of the projects. Data will be acquired through contextual analysis of participants' daily lives, and through interviews, document analysis, and on-site observation. A multiple-case design will compare and contrast data from the four sites to develop a compelling theory of sustainability. Quantitative measures of student outcomes will be obtained and compared with the results of measures taken on the same or similar students in the original projects, to determine whether changes in the school's approach have affected student results.

Products: The result of this project's investigation into the sustainability of practices will be a clear explication of the interventions, the support structure that is necessary to maintain the interventions, and verification of the effectiveness of the interventions, as well as specific guidelines and caveats to consider in replication of the interventions.

Grant Number: H324D990005

Supporting Achievement of Students with Disabilities in High Poverty Schools

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The goal of this research project is to identify and describe practices that support the achievement of students with disabilities enrolled in high-achieving, high-poverty schools. There is a paucity of findings that showcase effective practices focusing on students with disabilities in the context of high-poverty schools. This study will address this gap and inform classroom practices.

Method: This project represents a collaborative effort between two national organizations, the Council of Chief State School Officers and the National Association of State Directors of Special Education. The study will use a qualitative approach to capturing successful practices in five elementary schools in the state of Texas. The schools were selected because they had the following characteristics: high poverty and achievement, low rate of exemption of students with disabilities, and ethnic diversity. The research team will gather information from school personnel, district and state officials, and students' parents. Data collection methods will consist of individual and focus group interviews, classroom observations, student shadowing, and record reviews.

Products: At the end of the three-year period, the project will develop a case studies report, an analysis of state policies and practices, and a self-assessment guide for local practitioners. The findings will reach a broad audience of stakeholders and will have implications for both policy and practice.

Grant Number: H324D990006

Instructional Interventions and Results for Children with Disabilities

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Beginning Date: 9/09/99
Ending Date: 9/08/02

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Purpose: The University of Dayton, in collaboration with the Columbus Public Schools, will implement a comprehensive intervention model that combines instructional modifications, curricular modifications, and social skills instruction. This intervention model is designed to increase the capacity and skills of parents, teachers, and educational service personnel to provide expanded services for and access to the general curriculum to students with disabilities. Specifically, the intervention is designed to increase reading ability, improve social skills, and develop diverse academic and social needs of high school students with severe emotional disturbances (SED), learning disabilities (LD), and developmental handicaps (DH).

Method: The proposed intervention will involve one school for the control group and two schools for the treatment group for each year of the project. Each group will contain 100 ninth-grade students diagnosed with SED, LD, and/or DH. Students from both groups will undergo rigorous pre- and post-testing. Work study coordinators and regular and special educators will be trained in the social skills intervention methodology and strategies for extending reading supports within the home. Parents will receive training in the social skills intervention methodology and strategies for extending and reinforcing social skills intervention.

Products: Project results will determine the best intervention to support academic and social achievement and expanded access to the general education curriculum for student participants. The project will demonstrate the impact parental involvement has on student achievement. The ultimate outcome of this intervention is to improve performance outcomes on state and local achievement measures for high school students with disabilities. Project results will be widely disseminated.

Grant Number: H324D990012

Evaluating the Constructivist School Change Model: Improving the Delivery of Services to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: Across the United States, children of color and children who are poor are overrepresented and misrepresented in special education, leading to erroneous service planning. Consequently, children are placed at greater developmental risk, while school system resources are being drained. The goal of this research study is to identify and examine—through a grounded theory analysis—the beliefs, organizational structures, and power and authority structures of school districts, and to document the relationship between a systems-level intervention model and changes in the beliefs and structures of five school districts around the country.

Method: Education Development Center, Inc. (EDC) and The Walker Home and School (Walker) will conduct a three-year research study to examine the Constructive School Change (CSC) model. Designed to help districts examine their deep-seated beliefs about poverty, race, and disability, the model also helps leverage change at all levels of the school organization in order to reverse practices that have limited the opportunities for many students. First, the project will identify factors that influence the misidentification of children. The project will then evaluate CSC to identify how districts can create and use new organizational structures, policies, procedures, knowledge, and skills to improve services for all children, especially those with disabilities.

Products: The project will culminate in case materials, a monograph, and a tool to support replication efforts. Disseminated through EDC's network of research and technical assistance centers and Walker's school and teacher networks, the project will reach more than 500 schools in 25 states.

Grant Number: H324D990016

Project OUTCOME

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: In order to systematically study effective educational strategies and support for secondary-age students with emotional disturbance from high-poverty backgrounds, Project OUTCOME will: 1) examine practices to improve academic, employment, and social outcomes; 2) test systematically the effectiveness of the practices; and 3) design and disseminate products that can be translated into practice.

Method: During the three-year life of the project, Project OUTCOME will serve 40 students from high-poverty backgrounds who represent the population of secondary students in metropolitan Nashville Public Schools who are identified as having emotional disturbance (N=506). These students are 74% male and 70% African-American, and attend self-contained classrooms for students with emotional disturbance located in four comprehensive high schools, in which poverty and dropout rates are 40% or greater. Student participants will receive Project OUTCOME comprehensive services and support for the entire three years of the project. A comparison group of 40 students with emotional disturbance from high-poverty backgrounds will receive services and support as provided by the school district. Student outcomes for both groups will be evaluated at four different time points during each year of the project using multiple quantitative and qualitative measures.

Products: Project OUTCOME will have an impact on three levels: 1) expanding early intervention services to secondary-age students with emotional disturbance from high-poverty backgrounds and their families by developing and disseminating effective practices; 2) developing systems of support to improve student outcomes and allow full integration into society, employment, and family life; and 3) contributing to the development and dissemination of theory, knowledge, and practice in the area of services for youth with emotional disturbance from high-poverty backgrounds.

Grant Number: H324D990018

Uncovering and Enhancing the Mathematics Know-How of Disabled Students

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The goal of this three-year project is to validate an integrated theoretical model of learning mathematics for adolescents with learning disabilities in inclusive classrooms. The model is based on almost a century of learning theory and research and acknowledges the intuitions and skills that students with disabilities often have but seldom get to use in school settings.

Method: Three interdisciplinary middle school teams will be selected for participation through the term of the project and provided with training and technical assistance to support their collaborative teaching. Middle school students with Individual Education Plans (IEPs) who receive their instruction in regular math and technical education classes will be the target population for participation. However, students without IEPs will also be invited to participate. The project expects to work with teams of 3-5 teachers and 40-60 students per year at each cooperating school. A quasi-experimental pretest-posttest design will test whether contextualized instruction uncovers and enhances the conceptual knowledge of middle school students with disabilities. A combination time series and nonequivalent control group design will measure the influence of contextualized instruction on procedural knowledge. A qualitative design will describe how students' math skills were enhanced.

Products: Ultimately, the project intends to demonstrate how the theory can guide instruction to uncover mathematics skills that middle school students with disabilities already have and to enhance these skills with contextualized problems. A secondary yet critical objective of the research is to document changes in how teachers and students perceive and act on their beliefs in these contexts.

Grant Number: H324D990019

Instructional Interventions for Young Children with Autism: Identifying, Describing, and Evaluating Options

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: The purpose of this project is to examine different instructional contexts (e.g., one-on-one instruction, self-contained autism programs, inclusive programs, combination approaches) and their effects on outcomes for young children with autism and their families.

Method: The research project will consist of three sequential studies. In Study 1, through interviews with 75 families who have children with autism under age 6, the project will identify the types of services that their children are currently receiving, how those services are funded, and parent satisfaction with the services. This is an important first step in this line of research because of the discrepancy in the types and amount of service children with autism receive. In Study 2, the project will examine the relationship between the contextual variables of different treatment approaches to child outcomes. Among the contextual variables that will be examined are the length of program, intensity of instruction, access to successful interactions with typically developing children, level of child engagement, curricular design, theoretical orientation, and parent involvement. In Study 3, the project will conduct follow-up surveys with the initial sample to assess child progress, current level of services, and family satisfaction.

Products: The research outcomes achieved by this project will translate directly to planning and implementing educational programs for young children with autism. This project will determine what contextual variables of educational programs for young children with autism are most closely linked to successful outcomes for these children and how satisfied parents are with different program configurations and components of their child's educational program.

Grant Number: H324D990020

Improving Student Performance in Core Subject Classes

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: This project employs a three-point approach for improving the delivery and subsequent outcomes associated with including students with disabilities in regular education classes: 1) tailoring interventions to address identified concerns of these students; 2) combining technical and resource support with the expertise of regular and special educators to help students attain success in core subject classes; and 3) conducting an ongoing evaluation component to offer a way for teachers, students, and parents to monitor project success. The project will merge the three-point approach with a process driven by interventions tailored to the unique needs and conditions of individual classroom settings. This process empowers teachers, parents, and students, while enhancing the local schools' capacity for success.

Method: The project's interventions occur in four distinct segments. First, teachers deploy interventions tailored to the motivations and perceived needs of their students. Second, student and parent interviews identify additional considerations for improving services and promote active consumer involvement. Third, a backward mapping and Total Quality Management process facilitates ongoing improvement in target schools. Monthly meetings, weekly technical support, and project evaluation facilitate the process and provide for continual improvement. Fourth, the evaluation process documents change in student access to core subject courses, course grades, student attendance, teacher job satisfaction, competency test performance, and student satisfaction.

Products: The dissemination of information occurs on several fronts, including a nationally accessible World Wide Web site, national and regional presentations, and local media reports. The project actively recruits area teachers for project visits.

Grant Number: H324D990024

Investigation of Experimental Analyses and Contextual Variables across School and Home Settings to Facilitate Successful Inclusion for Children with Autism Spectrum Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The purpose of this project is to conduct a series of experimental analyses, including an analysis of contextual variables for eight elementary school children between the ages of 5 and 12 with autism who are receiving services in general education settings. Experimental analyses and interventions will be conducted in both the general education and home settings across the three-year period.

Method: The project will examine: 1) the use of experimental analysis techniques within and between naturalistic settings (i.e., general education classroom and home environment); 2) the effect of contextual factors on the outcomes of experimental analyses; 3) the robustness and generality of the results obtained from experimental analyses through comparison of the outcomes across settings; 4) the effectiveness of interventions based on the inclusion of contextual factors; and 5) the social validity/acceptability of assessment and intervention across settings.

Products: The project will increase the knowledge and understanding of the usefulness of experimental analysis techniques including the identification of contextual factors for facilitating adaptive behaviors and ameliorating challenging behaviors that will ultimately facilitate the success of these students in inclusive, general education classrooms and their home environments. The project will produce written publications, presentations, and state and regional dissemination activities.

Grant Number: H324D990027

Analysis of the Effects and Consequences of Testing Accommodations on Students' Achievement Test Scores

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will examine the use and effects of testing accommodations on the scores of students with disabilities on alternate forms of a mathematics test and a reading test typically used in statewide assessment programs. The main objectives of this investigation are to document the effects of testing accommodations that educators use with students with disabilities, and to explore the consequences of using testing accommodations by interviewing or surveying students, parents, and teachers.

Method: The predominant research design in this investigation is an experimental procedure featuring an alternating treatments design element. Data from all individual experimental cases will be summarized using effect size statistics and single-case meta-analytic procedures. The collection and analysis plan provides for the replication of procedures with three cohorts of students (150 third-graders and 150 seventh-graders each year). Approximately one half of the student participants will be students identified with disabilities.

Products: The project results will advance knowledge about the effect of testing accommodations on test scores and provide insights into students', teachers', and parents' perceptions of the utility and consequences of testing accommodations in large-scale assessments.

Grant Number: H324D990034

Inclusive Education through Co-Teaching: A Process-Outcomes Study of Systemic Implementation in a Large Urban School District

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will assess the integrity of the local school district's system-wide implementation of a co-teaching paradigm. It will identify and describe exemplary co-teaching practices and co-teacher styles; examine the factors associated with successful implementation at the district, school, and teacher levels; and ascertain the impact of the model in intermediate and selected student outcomes.

Method: Over the period of three years, three interrelated studies will be implemented to shed insight on critical process and outcome issues relating to the inclusion of students with special needs. The study will use descriptive, qualitative, and quantitative analytic techniques to yield evidence and insights on the extent to which the co-teaching paradigm can be expected to advance the course of inclusive education.

Products: The effects of this study will be felt in the areas of field-based professional development for enhancing instructional practice and in preparation for pre-service teachers. Findings will be disseminated at the district level through reports to administrators and teachers, and at the state and national levels through presentations at major conferences in the field and through journal articles and the ERIC database.

Grant Number: H324D990044

Inclusion of Students with Deafblindness in Large Scale Assessments

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The University of Kentucky Human Development Institute-University Affiliated Program will conduct a three-year, multi-state investigation to study how students with the dual sensory impairments of deafness/blindness fare in large-scale assessment systems, in collaboration with federally funded Deafblind projects.

Method: This inductive, theory-building, participatory study will utilize a descriptive, comparative design within a case study approach. The following research questions will guide the seven studies, which will be replicated in Kentucky, Tennessee, and Louisiana: 1) what is the current participation rate of students with deafblindness in statewide large-scale assessments in both general and alternate assessments; 2) how do student scores in alternative and general assessments compare with their peers both with and without disabilities; 3) how are accommodations for students participating in the general assessment determined and implemented, and with what result; 4) do the alternate assessment standards and indicators measure appropriate learning outcomes for students who are deafblind; 5) to what extent do the performance standards for the alternate assessment correlate with indices of best practices for students with deafblindness; 6) to what extent do scores in their final year of school correlate with positive outcomes upon graduation; and 7) to what extent are teachers of students with deafblindness modifying their curricular and instructional practices to align with the assessment? The sample will include approximately 150 students (preschool through age 21) from each of the three states. Families and consumers will actively participate through a research model that yields practical, empirical, and reflective/theoretical knowledge.

Products: A comprehensive dissemination plan will involve electronic and traditional venues for disseminating documents as they are developed throughout the project. At the conclusion of the project, research findings will be disseminated widely to national audiences using a range of media. In addition, project staff and project participants will disseminate findings through state and national conferences.

Grant Number: H324D990045

Instructional Interventions and Results for Children with Disabilities

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Beginning Date: 9/13/99
Ending Date: 9/12/02

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Purpose: The goal of this project is to significantly impact classrooms in high-poverty schools to better meet the needs of students who are considered to be at risk of school failure, including students with high incidence disabilities in general education classrooms. The project focuses on third-, fourth-, and fifth-grade teachers from three schools to create an instructional model for linking the State Standards in English-Language Arts with research-based effective literacy instruction and assessment practices.

Method: The project will emphasize a professional development approach for engaging teachers in effective literacy practices and more effective decision-making in planning their literacy programs. It will bring together general and special education school personnel, parents, and researchers in an intensive three-year endeavor to create a school-wide approach to reading instruction and assessment for meeting the needs of students in grades 3, 4, and 5, including those with learning disabilities. Qualitative and quantitative data from a range of sources will be gathered. The research team will use a variety of measures across multiple data points, which will result in a comprehensive set of data for analyzing the features of effective literacy practices, teachers' changes in practices, and the impact on students with high incidence disabilities in general education classrooms.

Products: In addition to annual project reports, formal dissemination activities will be substantial during the third year of the project. These products will portray models and strategies for bringing resources to students with learning disabilities in the general education setting. In addition, project staff will invite school personnel to jointly present at relevant district, state, and national conferences.

Grant Number: H324D990046

A Family-Centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavioral Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The primary objectives of this program are: 1) to identify the occurrence, temporal ordering, and clustering of learning and behavior problems; 2) to identify the most reliable, valid, and feasible method for early identification and remediation of problems; and 3) to test the efficacy of parent involvement in assessment and testing of prereferral strategies.

Method: Building on an ecological model, this prospective, longitudinal study with multimodal assessments starting in early childhood will account for the child and family variables that contribute to and ameliorate the development of learning and behavior problems. A sample of 125 three-to-four-year-old at-risk children from culturally diverse families will be recruited from a large pediatric practice in Phoenix, Arizona. Parents and children will be administered a battery of tests each year. Because the participants will be from culturally diverse groups, and because the parents will select the strategies, the prereferral interventions will be family-centered and culturally competent. As such, they will be widely generalizable to families across the country.

Products: Plans are included for widespread dissemination of program results and products to professional and parent organizations, including a web page, articles in professional and parent publications, presentations at conferences that serve professionals in the various fields relating to the targeted population.

Grant Number: H324D990048

Improving the Delivery of Early Intervention to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The University of Kansas Juniper Gardens Children's Project will: 1) identify, examine, and document factors that contribute to effective early intervention for children with disabilities from high-poverty backgrounds; and 2) develop and validate an intervention that incorporates these identified factors. This project will address the issue of children from high-poverty backgrounds being at greater risk for developmental delays and disabilities than children in the general population by gaining a better understanding of factors that contribute to intervention effectiveness.

Method: In Year 1, the project will run an experimental study investigating the effects of family-guided activities-based intervention delivered during biweekly visits to families by home visitors. The project will examine the effects of the intervention on children's cognitive, language, and social outcomes, on parent-child interaction, and on family outcomes of engagement and satisfaction. The project will also examine barriers to effectiveness in the form of less-than-adequate fidelity, intensity, or duration of intervention, and will identify threats to quality of implementation. In Year 2, the project will employ qualitative research methods using focus groups, unstructured interviews, and participant observation of both staff and families to discover potential solutions to these problems. In Year 3, the project will conduct a second experimental study investigating an enhanced intervention that incorporates family-centered solutions to barriers identified in Study 2.

Products: This project will develop: validated family-guided activity-based strategies for improving the outcomes of children with disabilities within the context of families from high-poverty backgrounds; research reports on specific factors that contribute to effective early intervention for these high-risk children and their families; and training materials to assist home visitor trainers and practitioners in establishing these programs nationwide.

Grant Number: H324D990049

Replicability of a Parent-Child Model of Early Intervention across Participants and Settings

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: This project will evaluate the validity and feasibility of the Parents Interacting with Infants (PIWI) model and will describe variables influencing perceptions of model validity and of feasibility of implementation, with emphasis on understanding participant and setting variables. The project will explore the influence of different backgrounds and contexts on parents' perceptions of validity, and it will outline considerations and questions to ask when deciding whether a particular intervention model is likely to be valid and feasible given parents and settings with certain characteristics.

Method: PIWI is grounded in research and theory that combine developmental and family-centered perspectives into a relationship-based model that utilizes parent-child interaction as a focus and context for development and intervention. Data will be collected in 16 replication sites selected to represent systematic variation in participants and characteristics of settings. The primary instrumentation and analysis procedures will be qualitative, in order to draw upon the perspectives of the participants in these sites. Staff from each site will be engaged in intensive training and on-site consultation over an extensive contact period, and data will be collected on fidelity of implementation of the model at each site. Data collection will rely on multiple methods and multiple perspectives.

Products: Results of the project will be translated into different products that will address the needs of different potential consumers, including researchers, service providers, policy makers, and the sites themselves. Information helpful in supporting judgments and decisions by each group of consumers will be disseminated by a variety of appropriate avenues.

Grant Number: H324D990051

Use of Multiple Gating and Prescriptive Assessment Procedures to Improve Early Childhood Services and Accurate Identification of Young Children with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The purpose of this project is to develop a prescriptive assessment protocol for identifying and serving students at risk and with emotional and behavior disorders (EBD) and learning disabilities (LD) in Kindergarten through second grade. It will also develop prescriptive prereferral intervention procedures linked to assessment data to improve the academic, social, and behavioral performance of young children, and to identify environmental and contextual supports for maximizing student performance.

Method: The project will present a plan to link prescriptive assessment protocols to the monitoring of pre-academic, social, and behavioral outcome indicators in a problem-solving intervention model for early identification and treatment of children at risk and with EBD and LD in grades K-2. The problem solving model joins problem identification and validation with exploring and validating solutions in a continuous process that monitors functioning students. Intervention-referenced assessments are used to identify, prescribe, and prevent more serious learning and behavior problems.

Products: The project will identify environmental and administrative supports that enable effective prereferral intervention practices. It will help provide sustained student support (long-term implementation with ongoing student measurement) and accurate identification and appropriate services for young students with disabilities. It will produce a training package in the areas of prescriptive assessment, prereferral intervention, and implementation and maintenance of effective practices for young children with EBD and LD.

Grant Number: H324D990052

Multi-Content ClassWide Peer Tutoring and Self-Management Interventions: Research Improving Teaching Practice and Literacy Outcomes for Middle School Students with Disabilities in Urban Poverty and Suburban Schools

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will address the literacy and advanced subject matter of middle school students with and without disabilities, including culturally and linguistically diverse (CLD) groups (i.e., African-American, Hispanic-American, Native-American, and Asian-American) by utilizing and modifying the ClassWide Peer

Tutoring (CWPT) program for elementary-aged students at risk and with mild disabilities. The CWPT program was originally developed in response to the sociocultural needs of poor, minority group students enrolled in urban elementary schools. This project will extend this important research to middle schools and include both urban and suburban settings.

Method: The project will conduct middle school studies in CWPT and ClassWide Self-Management (CWSM), a behavioral component. The project will: 1) investigate the use of CWPT procedures as an instructional strategy in facilitating multi-content literacy (i.e., reading, science, and social studies) with CLD students with mild disabilities and their typical peers at the middle school level in urban and suburban schools by use of group statistical and multiple baseline designs across classrooms; 2) develop and implement procedures that combine the use of CWPT and CWSM as a dual effective instructional arrangement to enhance student and behavioral outcomes in middle schools in urban and suburban settings; and 3) conduct an experimental-control group study of refined procedures using combined CWPT and CWSM to improve academic and behavioral performance at the middle school level in urban and suburban schools. One hundred and eighty children with disabilities, and 900 peer classmates will directly benefit from these interventions.

Products: Benefits include: 1) experimental-control group studies of CWPT and CWSM in middle school settings with documented effects for CLD students with and without disabilities; 2) school staff trained as site-based experts in program use, and 3) a procedural training manual for use of CWPT in middle school curriculum areas. Dissemination will include local/national training and product disbursement (publications, CWPT manual/materials, interactive CD, and World Wide Web-based materials).

Grant Number: H324D990058

Using Out-of-Level Testing for Students with Disabilities in Large Scale Assessment Programs: Establishing Recommended Policies and Practices

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: To address questions about out-of-level testing (wherein a student is tested at a lower-than-grade level), the National Center on Educational Outcomes (NCEO), in cooperation with the Institute on Community Integration (ICI), will conduct a study that will investigate the methodological considerations, prevalence, and instructional impacts of out-of-level testing for students with disabilities.

Method: Research objectives will be accomplished by implementing three studies. Study 1 will develop a series of methodological parameters that decision makers at the state and local levels can use to develop guidelines and policies about the use of out-of-level testing. Study 2 will employ a survey to describe the range and variation in which out-of-level testing strategies are currently being applied, including information about policies that dictate this application. Study 3 will focus on "street level" implementation that simply addresses the question, "What happens to the students who are provided with out-of-level tests?". The study will be conducted in five local education agencies across the United States and will involve interviews and focus groups with students, parents, and educators.

Products: This project will provide research-based information regarding the utility, feasibility, and technical adequacy of using out-of-level tests with students with disabilities. Second, it will describe the prevalence and policy context in which out-of-level testing is being used in the United States today. Third, it will provide a comprehensive analysis of how out-of-level tests impact the instruction and educational experiences of students with disabilities.

Grant Number: H324D990059

Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: The primary objectives of this series of research studies is to develop a knowledge base for teaching number sense to students experiencing delays in mathematics in inclusive kindergarten settings. The project will do this by integrating recent findings from cognitive psychology with the empirical knowledge base on effective special education teaching. Additionally, the project will identify formal and informal measures of number knowledge, memory, and mathematics in early elementary school.

Method: To achieve these objectives, a series of research studies will be conducted in Oregon and Texas. The first series of design experiments will lead to interventions suitable for use with students with developmental disabilities in inclusive kindergarten classrooms. This intervention will then be evaluated with two rigorous experimental studies involving a total of 200 students. In the second study, many students will be culturally or linguistically diverse learners. The project will also conduct predictive and concurrent validity studies to develop a battery that can be used for screening and monitoring student progress.

Products: This series of studies will develop the following: 1) an empirically validated instructional approach for developing number sense in kindergarten students experiencing developmental delays in inclusive settings; 2) an empirically validated approach to teaching this material to culturally and/or linguistically diverse exceptional learners; 3) curriculum materials jointly developed with kindergarten teachers that promote access to the general education curriculum; 4) a battery of validated assessment instruments for use in predicting which kindergarten students are at risk for experiencing difficulties in mathematics learning and require additional instructional resources.

Grant Number: H324D990065

Instruction in Self-Determination to Promote Access to the General Curricula for Students with Mental Retardation in Middle School/Junior High

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The Arc, a national organization on mental retardation, and Utah State University will conduct a research project describing, testing, and validating instructional practices to enable sixth to eighth grade students with mental retardation to meet state and local standards and performance goals for all students. This project will focus on core content areas from state standards that share the common instructional theme of promoting students' problem solving, decision making and goal setting capacities.

Method: First year activities will examine the degree to which students with mental retardation have access to the general curriculum and how classroom settings (general classroom versus self-contained classroom) impact this access. The project will observe students who vary based on two criteria; level of mental retardation (mild, moderate/severe) and educational setting (regular classroom, self-contained classroom). Second and third year activities will evaluate the impact of instructional practices to promote self-determination on students' capacity to achieve performance goals linked to state standards across multiple content areas. Third year activities will examine teacher, student, and classroom variables that impact access to the general curriculum. The inclusiveness of the sample will allow the project to compare data based on level of mental retardation or environment, and to examine the relative contribution of each to access.

Products: Using The Arc's national network, findings from the research and information about interventions to promote access will be widely disseminated to key stakeholders in the educational process.

Grant Number: H324D990600

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

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Beginning Date: 6/01/99
Ending Date: 5/31/03

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Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

Grant Number: H324D000002

M.S.S. SAIL: Middle School Students' Summer Adventures in Literacy — Research to Improve Reading Comprehension Results for Students with Disabilities

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Beginning Date: 8/15/00
Ending Date: 8/14/03

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Purpose: This project addresses Focus Area 6: Research to Improve Reading Comprehension Results for Children with Disabilities. The three-year project will examine the effectiveness of "Middle School Students' Summer Adventures in Literacy (M.S.S. SAIL)," in improving the reading comprehension results of students with disabilities.

Method: During the first year, two studies will be conducted. The first study is designed to measure the effectiveness of the tutoring component. The tutoring study will be implemented in three middle schools randomly assigned to the following conditions: treatment, comparison, and no-treatment control. Each treatment condition will include 30 students. The second study will examine the summer intervention program, M.S.S. SAIL, in its entirety. The summer program will be studied in three middle schools under the following conditions: treatment, comparison, and no-treatment control. Each treatment condition will include 20 students. During the second year, a component cost-benefit analysis of the tutoring program and M.S.S. SAIL will be conducted. Also in Year 2, the effectiveness of four variations of the tutoring protocol will be compared. During the third year, a final validation study will be conducted to replicate and verify findings from Year 1 and Year 2. The original tutoring program from Year 1 will be compared to the "streamlined tutoring program" identified during Year 2 and to a control group. In addition, the "streamlined summer program" will be piloted in a resource-class setting in the fall. Finally, the original summer intervention program from Year 1 will be compared to the "streamlined summer program" identified during Year 2 and to a control group. Pre- and post-testing of all treatment, comparison, and control participants will be conducted by the project. The project will measure reading fluency, reading vocabulary, and reading comprehension as well as academic self-efficacy. The project will assess the maintenance of reading gains for all participants 10 weeks and 20 weeks after the treatment has ended. In addition, the project will examine scaled reading scores on standardized, statewide tests (i.e., "FCAT Reading") from the previous year and from the end of the school year during which the intervention took place. Finally, the project will conduct interviews with students and parents as well as teachers participating in the summer intervention program. An analyses of variance with repeated measures will be used to evaluate treatment effect.

Products: This project will enhance the success of middle school students with reading disabilities in the general education environment and will assist students in generalizing gains in reading comprehension to high-stakes statewide reading tests. Ultimately, the project will contribute to a growing body of knowledge of effective reading strategy instruction for middle school students.

Grant Number: H324D000007

The Spiral of Inclusion: A Study of Contextual Variables That Impact Access to the General Curriculum for Preschool Students with Disabilities and Their Transition to Primary Grades

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will investigate existing videotaped sequences and prior records of children who participated in preschool education in the last decade to document contextual variables that impact access to the general curriculum for children in preschool programs. These children and their families will be contacted to discover their current placement, level of functioning, and parent perception of inclusive practices over time. This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities.

Method: After an ACCESS inventory has been developed, students with and without disabilities in current preschool settings will be compared and contrasted with regard to mediating variables for classroom participation and success. A cohort of students will be in transition to kindergarten during the three years of this project and issues related to implementation of a successful transition, both for staff and parents, will be delineated.

Products: This investigation of past and present resources will contribute to an integrated, collaborative model for guiding effective practice. A model that is driven by effective practices and sound theory gains power through family-centered collaboration and developmental principles of self determination. Procedural information about the model will be available via a website, the Beach Center at the University of Kansas, and family advocacy organizations.

Grant Number: H324D000013

A Study of the Intended and Unintended Consequences of Large-Scale Assessments on Students with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project, which deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs, will undertake an extensive study of the intended and unintended consequences of large-scale assessments and accountability systems on students with disabilities in order to anticipate the impact and consequences of participation in large-scale assessment programs on local and state education systems.

Method: The project will draw upon an established network of state and local district assessment and special education professionals to help identify settings and subjects for study. Specific consequences of assessments to be studied by the project include: standards and Individualized Education Programs (IEPs), achievement trends across grades, social promotion policies, graduation policy and diploma options, and system effects.

Products: This directed research project will identify strategies to be used by planning teams to link assessments with accommodations and instructional practices in students' IEPs. It will produce information on how large-scale assessment information can be used in examining achievement patterns between special education and regular education students and how this information can be used in drawing conclusions about the effectiveness of general and special education. It will produce reports, journal articles, research briefs, and related materials and will disseminate them widely to national and state groups.

Grant Number: H324D000014

Accessing the General Education Curriculum for Students with Emotional Disturbance Using Cooperative Learning and Social Skills Training: Project CLASS

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Beginning Date: 9/01/00
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Purpose: This project will address a question of importance to the education of children with emotional/behavioral disorders (EBD): Does the combination of social skills training and cooperative learning result in children with EBD successfully participating and succeeding in the general education curriculum when compared to children who receive the cooperative learning intervention only?. This project addresses Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: To directly answer this question requires a well-controlled experimental design. Eighty children identified as having EBD and 20 teachers in general education classrooms will participate in the study. These children and teachers will be recruited through the Metropolitan Nashville Public School System and will be randomly assigned to one of two groups. Children and teachers assigned to Group A will receive a comprehensive social skills training intervention. This intervention will consist of a social skills training curriculum with planned teacher follow-up activities. After this initial training, students and the general education teachers will then receive comprehensive training in cooperative learning activities. Children and teachers assigned to Group B will not receive the comprehensive social skills training but will receive training in cooperative learning strategies at the same time as children in Group A. The academic and social progress of all children in both groups will be assessed at four points during the academic year. These assessments will include key measures of academic achievement and social interaction, as well as general measures of participation in the general education curriculum. The experimental design will allow for critical comparisons to be made on both the individual and combined contribution of social skills training and cooperative learning. The project will utilize resources of Peabody College of Vanderbilt University and Metropolitan Nashville Public Schools to study effective practices for the reintegration of elementary-age students with EBD.

Products: Project CLASS is expected to have impact on three levels: 1) expanding access to the general education curriculum for students with EBD; 2) identifying efficient and effective strategies for the reintegration of these students into mainstream settings; and 3) contributing objective data to an area of research that has limited information with which to aid practice.

Grant Number: H324D000015

Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This investigation will compare three prescriptive assessment approaches (the traditional psychometric approach, a functional assessment approach, and an empiric approach) to consultation with teachers. In all three approaches, standard consultation procedures will be followed; however, the approaches differ in the kind of information consultants will provide teachers and parents during the Problem Analysis Interview (PAI). This project deals with Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: Sixty teachers and their students who have academic or behavioral problems will be randomly assigned to one of three conditions. In the "traditional psychometric condition," a consultant will use the Woodcock-Johnson Psycho-Educational Battery-Revised to assess student characteristics and generate intervention plans. In the "functional assessment condition," a consultant will use an environmental assessment protocol to develop an intervention plan. In the "empirical condition," a consultant will select an intervention plan based on empirically demonstrated treatments matched to various treatment targets. Consultants will facilitate interventions through a problem-solving instructional consultation model consisting of problem identification, problem analysis, treatment implementation, and treatment evaluation. Consultants will provide consultees with a written report and help teachers implement intervention programs. The four trained consultants will be counter-balanced across conditions. Multiple outcome measures will be used: direct observational assessment, curriculum-based measurement, goal attainment scaling, treatment integrity measures, treatment acceptability procedures, and parent and teacher ratings of child behavior. The research addresses five questions about different assessment approaches: 1) Do different assessment approaches lead to different treatments?; 2) Do they yield different levels of treatment integrity?; 3) Do they produce different child treatment outcomes?; 4) Do they elicit different levels of consumer satisfaction with treatment plans?; and 5) Do different assessment approaches have different monetary and social costs?.

Products: The outcomes of this study will help inform individuals with respect to which assessment approaches might be most effective for enhancing outcomes of functional assessment and consultation. The project will develop treatment manuals for each condition that can be used by practitioners in special education and school psychology.

Grant Number: H324D000016

Evaluating the Outcomes of Developmentally Appropriate Practice with Preschoolers: Effects on Developmental and Academic Skills

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, includes four research studies, all focusing on evaluating outcomes of developmentally appropriate practice (DAP) with 3-to-5-year-old children with and without disabilities. The outcomes of this project are expected to provide evidence of the effectiveness of DAP, including subsequent positive effects on literacy and other academic skills.

Method: The research studies will 1) conduct a follow-up study of children with and without disabilities relating a variety of play behaviors to later academic functioning; 2) use a variety of measures to assess whether preschoolers with and without disabilities achieve the state-mandated Pre-K milestones when participating in an inclusive early education program using DAP as a curriculum framework; 3) determine the relationships among a variety of play skills, developmental areas, and emergent literacy skills of preschoolers with and without disabilities; and 4) determine individual and group growth trajectories over time of emergent literacy skills and analyze the effects of various variables on the children's growth.

Products: The project has the potential to increase understanding of the effects of DAP on the early development of young children with and without disabilities, and to expand the understanding of the course of children's development over time. Because the longitudinal approach will relate early play behaviors to later academic skills in the primary grades, knowledge of the long-term impact of early experiences will be expanded. Findings will be disseminated through professional journals, conference presentations, participation in professional meetings, preservice and inservice personnel preparation activities, and a Website.

Grant Number: H324D000018

Improving Preschoolers' Reading Outcomes through Measurement and Intervention in Classroom Environments

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop and test an intervention program for preschool children with disabilities and children at risk for developing difficulties learning to read in elementary school, including children who are English-language learners and children living in poverty. It will also investigate predictive relationships between preschool progress-monitoring measure used within a formative evaluation framework and reading outcomes in elementary school.

Method: The project will follow a three-stage model: program exploration, development, and validation. A decision-making intervention will be developed for young children with disabilities or at risk in terms of expressive language and early literacy development, based on reviews of language and literacy-related intervention programs and collaboration with professionals in early childhood special education, English as a Second Language, and Head Start programs. The project will evaluate the effectiveness of the intervention program based on actual differences between the developmental trajectories of two cohorts of preschoolers. Predictive relationships between preschool progress-monitoring measures will be examined, as well as different measures used with kindergartners and first-graders, and children's reading outcomes in elementary school.

Products: Results of the intervention will indicate whether or not specific progress-monitoring measures of preschoolers' expressive language and early literacy development can be employed within a formative evaluation framework as early indicators of future reading development in elementary school. This will help preschool teachers replicate and expand the use of assessment tools to monitor child progress and evaluate current instructional and ecological practices. The project will develop an intervention manual and supporting materials for arranging instructional practices and environmental arrangements to promote preschoolers' language and early literacy skills. Dissemination will be done through publication in professional journals, presentations at conferences, and a Website.

Grant Number: H324D000021

School-to-What? Understanding Gender Differences in Post School Employment Outcomes

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: This project has the following three goals: 1) research and document factors that contribute to gender differences in the post-school employment outcomes of young women with disabilities and their male peers with disabilities using case study methodology; 2) develop empirically based guidelines and recommendations to improve post-school employment outcomes for young women with disabilities that target policy, practice, and research; and 3) disseminate project findings in a variety of formats that target policymakers, researchers, practitioners, and consumers. This project address Focus Area 4, "Gender and Special Education."

Method: In order to accomplish these goals, the project will utilize case study methodology that will be structured by a conceptual framework consisting of theoretically and empirically based factors. A sample of young women and men with disabilities who have been out of school three to five years will be identified from sites in Oregon that have a strong and longstanding collaborative relationship with the project staff.

Products: The main publications that will be developed are User Guides on strategies, recommendations, and guidelines based on project findings for improving the employment outcomes of young women with disabilities.

These User Guides will be carefully structured to address the needs and interests of different audiences, including school and agency staff, employers, young women and men with disabilities, and their families.

Grant Number: H324D000025

Access to the General Curriculum for High School Students with Mental Retardation: Curriculum Adaptation, Augmentation, and Alteration

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will address contextual variables that influence access to the general education curriculum for students with disabilities, including those with mental retardation. Teachers' perceptions and beliefs about access to the general curriculum will also be studied, as well as instructional and curricular accommodations to ensure that students with disabilities have access to the general education curriculum.

Method: The research will examine the success of a proposed model to gain access for students with mental retardation that involves three levels of curricular modification: adaptation, augmentation, and alterations. This model describes a decision-making process that emphasizes the contribution of both the general curriculum and individually determined student learning needs to an appropriate educational program, incorporates the consideration of assistive technology into the decision-making process, and provides a means of identifying the maximum extent to which students with mental retardation can access the general curriculum.

Products: The project hopes to show how this model for providing access, though evaluated with students with mental retardation, can apply to all students with disabilities. It will increase the knowledge of problems related to providing access for students with mental retardation and will address the challenge of bridging the gap between the general curriculum and functionality by describing, validating, and implementing this model for providing access. Multiple channels will be used for disseminating information and project results, including publication in journals, presentations at conferences, publication of a monograph describing the model, and various Internet-based locations.

Grant Number: H324D000028

Access to Visual Learning and Options for Students with Severe Low Vision: Policy, Practice, and Cost Effectiveness

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will identify state policies and state and local practices as they relate to selection of accommodations that promote visual access to learning. It will examine the cost-effectiveness of strategies for visual access, factors influencing implementation of policy, and how these factors impact visual access to learning by students with severe low vision. The project will also identify and disseminate factors that are associated with successful state and local programs which could be implemented by other states to increase visual access to learning by students with severe low vision.

Method: The project will answer the questions posed by its objectives by conducting surveys and focus groups in 10 states, each of which represents one of the 10 federal regions. Analysis of and comparison of the focus group research data with the survey research will allow staff to identify which states have already existing policies and cost-effective strategies for allowing visual access to the general curriculum, and where teachers are teaching students to utilize the most cost-effective and successful strategies.

Products: The project expects to develop a description of the policies in all the states with respect to how students with low vision visually access the general education curriculum. It will describe the way policy is translated into practice and the factors that inhibit or facilitate translating policy to practice. It will disseminate strategies for achieving successful policy to practice implementation, strategies used by students for visual access to learning and how those are achieved, and the cost-effectiveness of various approaches for achieving visual access.

Grant Number: H324D000030

Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop an effective, feasible program for providing preschoolers with disabilities intensive phonological awareness and other early literacy instruction within normal preschool settings to create an intensive and broadly effective program to promote inclusion in normalized preschool settings. The program will encourage meaningful family participation and will be feasible for teachers to use.

Method: The project will develop and examine the effectiveness of teacher-led activities, peer-mediated activities, and parent-delivered activities. In the first year, a large experimental study will assess the added value of a highly structured, classwide peer-tutoring program, over and beyond teacher-led instruction. The effects of these methods on the development of phonological awareness and emergent literacy skills of preschoolers will be examined, and the children will be studied through first grade. A related, highly structured, intensive parent program will be started as well. In the second year, a second large experimental study will investigate the added value of that parent program on phonological awareness and emergent literacy skills of preschoolers with disabilities. These children will be followed through kindergarten. In the last year of the project, a third large experimental study will investigate how the classwide peer-tutoring and parent programs operate separately and in combination to enhance learning for preschoolers with disabilities.

Products: The project will produce validated classwide peer-tutoring procedures for delivering intensive phonological awareness and emergent literacy skills instruction within the context of preschool settings, and it will develop validated parent programs to deliver intensive phonological awareness and emergent literacy skills instruction. Research reports on the effects of these programs will be produced and training manuals and videos will be made to help teacher trainers and practitioners establish these programs.

Grant Number: H324D000032

Effective Reading Instruction and Students with Emotional and Behavioral Disorders: Access to the General Education Curriculum

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. It will describe and experimentally test effective reading practices for students with emotional/behavioral disorders (EBD), based on Project RISE (Reading Instruction for Students with Emotional/Behavior Disorders), which directly addresses the need for research on effective reading practices for students with EBD.

Method: The first study will be a year-long descriptive, observational study in which the reading instructional practices of effective general and special education teachers of EBD students in grades three to five will be systematically studied. The study will determine how these teachers employ effective reading practices designed to prevent reading failure and effective principles of instruction. In years two and three, a second study will experimentally test the effectiveness of systematic reading instruction for students with EBD in grades three to five. Measures of teacher knowledge, implementation fidelity, and perceptions of the intervention practices will be ascertained, along with students outcomes in reading, behavior, self-concept, and participation in general education settings.

Products: The set of investigations developed by this project will focus directly on students with EBD and how effective reading practices are adapted to meet their unique behavioral and emotional needs. Findings of the studies will be disseminated at the local, state, and national levels in a variety of formats, including journal articles, technical reports, parent and teacher workshops, and print and electronic communication. Particular emphasis will be paid to the development of products for teachers, parents, and school administrators that will assist them in the implementation of effective reading interventions.

Grant Number: H324D000033

Project IMPACT: Individualizing and Monitoring Programs to Accelerate Children's Trajectories

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The IMPACT project (Individualizing and Monitoring Programs to Accelerate Children's Trajectories) addresses Focus Area 5: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3. The project intends to expand the knowledge base about children who do not respond to treatments that work well for the majority of students, and to codify a set of methods for identifying unresponsive children and for intervening to reverse unresponsiveness.

Method: The IMPACT project will evaluate and codify two complementary methods for identifying unresponsive children: a screening tool to pre-identify children at risk to be unresponsive and a process to identify children who are actually nonresponders. Environmental and learning characteristics related to the reading development of unresponsive students will be identified and described and two complementary methods for targeting effective interventions for nonresponders will be evaluated and codified. Across the years of the project, activities focusing on different dimensions of reading development will be conducted: phonological awareness and early decoding skills among kindergarten students; decoding and fluency among first graders; and comprehension among children in grades two to three.

Products: The project will develop a process for identifying unresponsive children; a set of environmental, social, cultural, and psychosocial characteristics for predicting unresponsiveness; a process for formulating effective instructional programs for otherwise unresponsive children; methods for providing access to content for children with insufficient reading competence; methods for documenting and evaluating progress of unresponsive children toward meeting intervention goals; and procedures for establishing appropriateness expectations for unresponsive students.

Grant Number: H324D000034

Standards for All Model: Personalizing Elementary Education

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project merges and tests a collaborative effort of regular and special education designed to increase student achievement and, ultimately, the post-school outcomes of children and youth with disabilities using a common framework of standards-based reform, Maine's Learning Results. Designed to align with the systemic restructuring initiatives at the national, state, and local levels, the project will investigate the degree to which restructuring advances beyond theory and puts into action instructional interventions based upon high expectations for the achievement of high standards for all students, including students with a full range of disabilities. The project will provide empirical examination and direction to guide the implementation of the framework of Goals 2000 and the Improving America's Schools Act. This directed research project deals with Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: The Center for Community Inclusion (Maine's University Affiliated Program at the University of Maine), in collaboration with the Maine Department of Education, two Maine elementary/middle (K-8) schools, and LEARNS: Maine's Statewide Systems Change Initiative for Inclusive Education, will develop, implement, test, and disseminate an educational model of high standards for all students based on Maine's Learning Results. Using a multi-method study, the project will empirically investigate: 1) What changes in teacher practice result from Standards for All Model (SAM) training on instructional and curricular accommodations designed to ensure that students with disabilities have access to the general education curriculum and achieve high standards?; 2) To what extent does the implementation of SAM relate to achievement of Maine's Learning Results for students with and without disabilities?; and 3) What school characteristics (i.e. demographics and school improvement plan design) are related to the degree of change and outcome?.

Products: The SAM will be widely disseminated throughout Maine and the nation to inform practice and improve and enhance the educational gains and, ultimately, post-school outcomes for all students. The project will utilize Web-based technology by establishing a home page to which project findings, strategies, and information will be posted. Additionally, the project will, in Year 3, prepare a monograph to be widely disseminated throughout the country articulating the SAM model with recommendations and strategies for implementing and evaluating educational reform initiatives at the elementary and middle levels.

Grant Number: H324D000040

Project PROGRESS: Predicting Outcomes by Gender and Exceptionality Status

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: This project addresses Focus Area 4: Gender and Special Education. Project PROGRESS (Predicting Outcomes by Gender and Exceptionality Status) will provide educators and policy makers with information about gender differences in the educational and vocational outcomes of students who are gifted, low achieving, disabled, and normally achieving. The goal of the study is to offer recommendations that educators may use to close the gender gap with respect to preparedness for participation in the work force.

Method: PROGRESS will investigate the relationships between gender and other individual student characteristics and education and vocational outcomes for students who are at substantial risk for educational and employment outcomes that are below expectations. PROGRESS will conduct analyses to investigate how specific achievement levels, student background characteristics, and school experiences lead to nationally recognized and needed outcomes: high school graduation, high levels of skill attainment, and successful post-school employment experiences. The project will investigate whether the relationship between characteristics and outcomes is different for male and female students. Project PROGRESS will offer educators, researchers, and policymakers a comprehensive analysis of gender disproportionality and the variables most likely to positively influence school completion, achievement rates, and post-school attainment for the students most likely to be unprepared to assume productive adult life roles. The data sets to be used for the project are 1) the Office for Civil Rights Elementary and Secondary School Civil Rights Compliance Survey (1980-1996) and 2) the National Education Longitudinal Study of 1988, including the base year survey and data from three follow-up surveys.

Products: The study will provide specific recommendations for addressing gender disproportionality by type of youth (gifted, disabled, at-risk). These analyses will be exchanged with educators and policymakers to permit an informed and effective response to the national problem of youth leaving high schools unprepared to fulfill the demands of the 21st century workplace. Information will be provided through an interactive web-site; consumer-friendly briefs; and traditional, refereed research journal submissions.

Grant Number: H324D000041

Inclusion of Preschool Children with and without Disabilities in State Standards Based Accountability Systems

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project addresses Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs. The University of Kentucky Interdisciplinary Human Development Institute's University Affiliated Program (UAP), in collaboration with the Council for Exceptional Children's Division for Early Childhood (DEC), will conduct a three-year, multi-state investigation to develop a set of recommended practices for Standards Based Accountability Systems at the preschool level. The primary research objective is to investigate appropriate practices for the inclusion of preschool children with and without disabilities in Standards Based Accountability Systems. Practices will be identified from current research, perceptions from the early childhood community, and current practice in states.

Method: The project will address the issue of inclusion of preschool children with and without disabilities in accountability systems through four interrelated activities: Activity 1: Synthesize the current knowledge base as it relates to critical components and practices when implementing Standards Based Accountability Systems for the preschool population; Activity 2: Identify perceptions of the early childhood field about: 1) appropriate practices for Preschool Standards Based Accountability Systems at the preschool level; 2) the value of a Preschool Standards Based Accountability System; 3) how young children should be assessed for accountability purposes; and 4) the relationship between Recommended Practices (DEC), Developmentally Appropriate Practices (National Association for the Education of Young Children), and Standards Based Accountability Systems at the preschool level; Activity 3: Identify how states currently include pre-kindergarten programs in their Standards Based Accountability System; and Activity 4: Validate a set of recommended practices for inclusion of preschool children with and without disabilities in state and local Standards Based Accountability Systems. The study will utilize a mixed methods approach that will include interviews, focus groups, document review, and surveys. Five states will be selected for a more in-depth case study of the current use of Standards Based Accountability Systems with preschool populations.

Products: At the end of the project, a set of recommended practices related to preschool inclusion in Standards Based Accountability Systems, which has been validated by the field, will be available to state and local programs across the country.

Grant Number: H324D000049

Project ALTER: Accelerating Literacy Trajectories in Early Readers

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: Project ALTER (Accelerating Literacy Trajectories in Early Readers) addresses Focus Area 5: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3. The three-year longitudinal program of research will address the early and often enduring beginning reading difficulties of children with identified reading disabilities or at risk of reading delay. The program of research will develop, test, and evaluate a conceptual framework that combines the components of reading, characteristics of learners, formative assessment, and responsive instruction to develop a "levels-of-intervention-intensity" model. Project ALTER will examine and refine knowledge of the factors that are causal and correlational to positive and sustainable growth in early reading achievement. A primary distinction of Project ALTER is the frequent, formative evaluation of the learner's response to instruction and the systematic and dynamic adjustments for each child who fails to derive adequate benefit.

Method: A cumulative "Levels of Intensity Analysis" will be used to develop "intervention profiles" that address three primary questions: 1) What are the effects of "dynamic assessment and responsive intervention" on learners' early reading growth?; 2) What intensity of intervention is necessary for students to achieve adequate reading growth?; and 3) What are the common profiles of intervention intensity that achieve immediate and long-term effects on reading achievement? The proposed research uses three research methodologies: 1) descriptive, correlational research to identify relations between learner variables and their response to instruction; 2) experimental group research to investigate inter-individual differences; and 3) progress monitoring and growth-curve analyses to evaluate intra-individual growth and response to instruction. Forty kindergarten students from six schools in a suburban school district in the Pacific Northwest will participate. Students may be identified as experiencing developmental delay, specific learning disabilities, or at risk of reading disability. All students will be identified at mid-year kindergarten as failing to respond adequately to a multi-context Level I Intervention that includes research-based strategies implemented in general education, special classes, and home-literacy components. Measures from four constructs (i.e., prereading, vocabulary, word recognition, and comprehension) will be collected formatively and analyzed through correlational, multivariate, and individual growth curve analyses.

Products: Outcomes include: 1) "Intervention Profiles" that will accelerate and sustain adequate reading growth, and 2) "Learning Profiles" (e.g., phonological awareness, alphabetic understanding, fluency, rapid automatized naming, cultural, and linguistic factors) that typify inter- and intra-individual differences. Findings will be disseminated through 1) research and practitioner publications; 2) staff development and conference presentations; and 3) electronic Web-based access to findings, procedures, and profiles.

Grant Number: H324D000057

Assessment Protocols for Latino Children with Learning or Emotional Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will address the lack of culturally sensitive learning and emotional assessments for Latino children three to nine years of age. The late identification of Latino children requiring special education causes behavior deterioration and school attrition. The project will improve the quality of assessments for this group through qualitative and quantitative research initiatives and related dissemination activities. The project's objectives include describing the currently used assessment methods and opportunities and obstacles for the identification of these Latinos; determining the elements of alternate new assessment protocols for these children; developing time-efficient new assessment protocols; and examining their usefulness when used by school personnel. This project addresses Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: The investigation will use both focus group-expert panel (qualitative) and subject examination (quantitative) methods to obtain the data. In year 1, the project will identify highly discriminating traits between separate samples of Spanish-speaking Latino children three to nine years old with and without learning disabilities and with and without emotional disabilities, in order to determine how to recognize these disabilities in a 90- to 120-minute period. In year 2, the project will conduct focus group and expert panel discussions to recommend time-efficient protocols for the assessment of learning and emotional characteristics in these children and will construct new assessment protocols. At the end of year 2 and year 3, the project will examine the usefulness of these new assessment protocols when used to identify Latino children with learning or emotional disabilities by school personnel. In this investigation, the project will search for early signs of trouble, consider the child within a physical and human context, approach the methods and analyses from a multi-influence standpoint, inquire about specific typical and atypical behavior and skills, use focus group and expert panel qualitative research, use adapted published scales and tests, and conduct quantitative collection and analyses of data. The project's approach will be multi-disciplinary, seeking parental and consumer involvement.

Products: The project will produce valid learning and emotional assessment protocols and elucidate on the particular dimensions of Latino preschool and school-age children. On-going and final data and products will be disseminated through the World Wide Web, newsletters, conference presentations, and journal publications.

Grant Number: H324D000062

Maximizing the Impact of Curricular and Instructional Accommodations through Personalized Grading Plans

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The project involves the refinement and validation of a model for making grading adaptations within the context of personalized grading plans (PGP's) for middle school students in high-incidence disabilities included in general education classes. The PGP Model incorporates effective practices of 1) basing grading practices on a desired purpose for a grade; 2) collaboration among student, parents, and teachers; 3) enhancing feedback provided by the grade; 4) integrating grading criteria with other adaptations; and 5) increasing utilization of grading adaptations provisions within grading policies.

Method: The project will extend research beyond limited qualitative measures of process and more obvious outcomes (e.g., grades) into multiple measures of the outcomes of a personalized grading plan within the framework of between-subjects and within-subjects comparison. In this project, the PGP Model for making grading adaptations will be implemented, evaluated, refined, and replicated over a three-year period in three large middle school settings: two suburban and one urban. Multiple outcome measures will be implemented to assess the outcomes and perceived satisfaction of students, parents, and teachers. The model will be implemented in a staggered fashion. Sixth-grade teachers will be trained to implement PGP in Year 1, sixth- and seventh-grade teachers in Year 2, and sixth-, seventh-, and eighth-grade teachers in Year 3.

Products: Approximately 144 students will be served, and over 100 special and general education teachers trained.

Grant Number: H324D000063

Project CASIAS: Comprehensive Assessment System: Including All Students

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The Oregon Department of Education, the University of Oregon, and Portland State University are combining their resources and efforts for Project CASIAS, Comprehensive Assessment System: Including All Students. In the context of large-scale assessment, this project will address the question "Is taking the 'alternate' assessment an 'either-or' proposition?". The work will replicate and further validate a model comprehensive statewide assessment system that includes "alternate" assessment within the larger state framework and provides appropriate components for students with low-incidence disabilities. The work will also continue to identify and validate the relationships among: 1) emerging academics, 2) academics, and 3) environmentally based career and life roles, while investigating the generalization of students' skills within natural environments. Finally, the project will systematically monitor the effects of this system on the IEP process. This project addresses Focus Area 1, "Inclusion of Students with Disabilities in Large-Scale Assessment Programs."

Method: A decision-making model with a focus on functional career and life roles and academic content will be developed and employed to accomplish the project's objective. Research will be conducted in urban centers (Portland) as well as rural and remote sites (e.g., Harney County) throughout Oregon during Year One. In addition, the project plans to replicate and further validate screening instruments and the decision-making model in Arkansas, Delaware, Kansas, and New Mexico during the second and third years to validate the system in a national context.

Products: This research will help develop a database that will not only validate Oregon's Comprehensive Assessment System but will also inform other state efforts to develop and refine comprehensive assessment systems. The project's research and development on standards-based tests will present a broad menu of issues and options to support all students with disabilities, particularly students with low-incidence disabilities. In addition to presentations at national conferences, the project will disseminate its work using a World Wide Web site, in an accessible form, that links to the National Center on Educational Outcomes (NCEO), and the State Collaborative on Assessing Student Standards (SCASS) Assessing Special Education Students (ASES) pages.

Grant Number: H324D000064

Project ACCESS 2000: Accommodating Curricular Changes for Educational Standard Setting

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The University of Oregon's Behavioral Research and Teaching (BRT) section and area school districts are teaming together for Project ACCESS (Accommodating Curricular Changes for Education Standard Setting) to research and develop an objective measurement system for determining when an accommodation is most appropriate for middle/secondary student with disabilities in content area classrooms. Project ACCESS will research three areas: 1) access and decision-making process; 2) contextual, curricular, and instructional accommodations; and 3) standards-based reform-interventions. The project addresses Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: To accomplish research in these three areas, the University of Oregon will team with general and special educators to utilize school-based action research projects. Currently, state departments of education provide lists of acceptable accommodations specific to their statewide test that are to be implemented by district IEP teams. However, state departments provide no empirically validated, objectively defined guidelines as to when an accommodation or modification should be used within curricular or instructional settings. Parents, teachers, and administrators are left with only rhetoric, not specific guidelines, to direct their judgments. The project will conduct research in both urban centers as well as rural and remote sites throughout the state to sample from a diverse group of students.

Products: Through the use of the action research projects, school teams can empirically validate their proposed curricular accommodations. The project results will be disseminated through links to: 1) the Council of Chief State School Officers (CCSSO) Technical Guidelines group, 2) presentations at major conventions, 3) BRT's Web site (http://brt.uoregon.edu/), and 4) assorted print and journal material.

Grant Number: H324D000066

Project UFLI: An Investigation of the University of Florida Literacy Initiative: Tutoring for Beginning Readers As a Tool for Addressing the Needs of Students Who Are Unresponsive to Effective Reading Programs

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Beginning Date: 12/01/00
Ending Date: 11/30/03

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Purpose: This project will examine the effects of an alternative treatment for struggling beginning readers. The project addresses Focus Area 5, "Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3."

Method: The project will analyze the components of effective one-on-one tutoring intervention to determine its most salient features. In one-on-one intervention, the instructor helps the student develop phonological awareness, concepts about print, an understanding of the alphabetic principle, decoding skills, reading fluency, comprehension strategies, and a variety of strategies for successfully negotiating through text. The tutoring sessions include five steps: 1) Gaining Fluency, 2) Measuring Progress, 3) Writing for Reading, 4) Reading a New Book, and 5) Extending Literacy. The project will examine small-group and large-group variations of the intervention.

Products: The project will provide important contributions to the advancement of the knowledge base about beginning reading, and will provide a better understanding of the features of instruction necessary to reach students who are unresponsive to effective programs.

Grant Number: H324D000067

Accessing the Childcare Curriculum: Effective Instruction of Children with Autism

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Beginning Date: 3/27/01
Ending Date: 9/30/03

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Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The project will conduct research on: 1) teaching young children with autism skills that are seen as important for success in subsequent kindergarten placement; 2) teaching young children with autism developmental skills that will allow them to access the early childhood curriculum; and 3) assisting parents of young children with autism in preparing their children for kindergarten.

Method: Nine studies will be conducted. Seven of the studies will be conducted in inclusive childcare classes, will involve the children's classroom teachers, and will use effective instructional strategies in the children's ongoing activities. One study will focus on identifying specific skills children need in their likely kindergarten classes, and another study will focus on assisting parents in helping their children's kindergarten teachers include the child successfully.

Products: The findings from these studies will be disseminated through the following mechanisms: nine study reports will be submitted to professional journals, two teacher-friendly articles will be submitted, two discussion articles or chapters will be written, two teacher manuals will be developed, and a parent product will be written. Findings will be presented at professional conferences, and summaries of findings and advertisement of products will appear on the project's World Wide Web site.

Grant Number: H324D000068

Functional Communication, Attention, and Collaboration in Early Childhood (FACEC)

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Beginning Date: 1/01/01
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Purpose: The purpose of FACEC is to: 1) train teachers and families to implement one of three interventions for decreasing challenging behavior; 2) decrease rates of challenging behaviors for young children with disabilities; 3) conduct workshops at local, state, and national levels to train teachers and families to implement interventions designed to decrease challenging behaviors; and 4) disseminate project information through the journals designed for teachers, teacher training programs, and families.

Method: This research extends current knowledge by: 1) analyzing generalization information for three interventions designed to decrease challenging behaviors; 2) analyzing the effects of various consequences on challenging behaviors for each intervention; 3) analyzing training efforts needed for both teachers and families; and 4) analyzing the effects of parent-implemented versus teacher-implemented intervention. The following single case experimental designs will be utilized to answer FACEC research questions: reversal, multiple baseline across activities, alternating treatments, and multi-element. An analysis of variance will be used to assess differences in effects between parent-implemented and teacher-implemented intervention.

Products: Teachers and families will be provided with new information that will directly affect their intervention efforts.

Grant Number: H324D010002

What Happens There? Examination of Alternative Education Schools, Programs, and Practices for Special Education Students

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: There is scant research on the 1) number and characteristics of special education students who are placed in alternative education schools; 2) procedures through which special education students enter and leave programs; 3) the type of special education services afforded; 4) perspectives of students and their families about these placements; and 5) how students become integrated back into the mainstream educational setting. Without knowing the answers to these basic issues, it is conceivable that alternative schools and programs will grow without focus and definition, potentially doing little more than warehousing students without providing them with effective academic and social instruction. This project will provide data on these crucial concerns through three complementary sets of activities.

Method: In Year 1, the project will compile a comprehensive listing of alternative schools and programs in the state of Oregon, by using readily available address and contact information and by working closely with the Oregon Department of Education. The project will conduct qualitative case studies of selected alternative schools and programs in the immediate locale in order to develop a comprehensive and clear survey form. These two efforts will coalesce in a statewide survey of all alternative schools and programs that the project will conduct in order to describe: 1) the types and numbers of students who are served in these programs; 2) the basic structure (e.g., staffing patterns, staff qualifications, curriculum, support services, reintegration practices) of the programs; and 3) their general administrative practices. Using these results, the project will refine a program classification-sampling matrix that the project will use in subsequent research activities. In years 2 and 3, by using the program classification matrix, the project will identify and recruit representative alternative schools and programs from across the state to participate in intensive case studies. Specifically, the project will conduct: 1) intensive quantitative examination of those educational settings through previously developed environmental assessment procedures; 2) in-depth individual interviews with educators, students with disabilities, and family members; and 3) qualitative observations of the nuances of the alternative setting.

Products: In year 3, the project will summarize the results in different dissemination formats. The project will write reports, brief policy documents, and professional publications that will be disseminated in written and electronic forms for academic, practitioner, parent, and consumer audiences. The project will also share the project's results regularly with key state-level administrators at ODE, in order to guide their work to improve alternative school and program practices in Oregon. Finally, in order to ensure broad dissemination of project results, the project will publish professional papers, make presentations at professional and family-oriented conferences, and use the project's results and products as training materials in both preservice graduate classes and inservice training sessions.

Grant Number: H324D010003

Linking Decoding Instruction, Decodable Text, and Metacognitive Instruction to Effect Strong Reading Comprehension Outcomes for Children with Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This project will examine the effects of linking systematic decoding training, reading experiences in high-quality decodable text, and metacognitive instruction on the growth of reading comprehension skill in elementary school children with disabilities.

Method: To accomplish this purpose, three sequentially ordered one-year studies will be undertaken to investigate: 1) the effects of reading decodable text that is matched to the child's reading level on the development of reading comprehension skill; 2) the effects of metacognitive strategy instruction on the development of reading comprehension skill; 3) the overall efficacy of linking decoding instruction, reading in decodable text, and metacognitive instruction on reading comprehension skill growth; 4) the child characteristics that predict individual growth in reading comprehension skill in the linked instructional program; 5) teachers' and students' perceptions of the effectiveness, feasibility, and sustainability of linking the various instructional components; and 6) the positive effects of connecting special and general education reading instruction for children with disabilities. In each of the studies, third-, fourth-, and fifth-grade children, all of whom are identified with a disability and receive reading instruction from a special educator, will be given a research-validated word reading and decoding training program. Peer-Assisted Learning Strategies (PALS) will be used to provide children with opportunities to read in connected text in their general education classrooms. Students will be randomly assigned to various PALS conditions that differ in the type of text read (decodable vs. uncontrolled) and whether metacognitive strategies are employed (questioning, predicting, and summarizing vs. no strategies). Data analysis will examine both between-group and within-individual change over time, examine teachers' fidelity of implementation, and ascertain teachers' and students' perspective of the intervention.

Products: This project will produce procedures and software tools that teachers can use to link the instructional components of decoding instruction, reading in high quality decodable text, and metacognitive skill instruction. Across three years of research, 30 special educators will be trained in a state-of-the-art reading program and 250 students with disabilities will benefit from participating.

Grant Number: H324D010013

An Analysis of the Effects of the Effective Academic Support and Enhancement Program

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: The Center for At-Risk Children's Services at the University of Nebraska - Lincoln (UNL), in partnership with the Lincoln Public Schools, will conduct an analysis of the Effective Academic Support and Enhancement (EASE) program, a prevention program for children at risk for emotional and behavioral disabilities (EBD). Through EASE, children are identified early and provided intensive reading and language instruction designed to enhance the primary programs currently in place in contemporary schools. This directed research project will address the need for definitive research aimed at causal antecedent variables to EBD.

Method: The two overall research aims of this three-year research project are to assess: 1) whether there is a causal relationship between academic competence and social adjustment, and 2) whether intervention programs (specifically EASE) aimed at their antecedent variables bring about reductions in the frequency and severity of EBD and help to achieve early reading success. A randomized design will be conducted to study these aims using 150 first-grade children (3 cohorts of 50 children who will be randomly assigned to an experimental or comparison condition each year of the project) at risk for EBD from three elementary schools. A wide range of descriptive, beginning reading, academic competence, and social adjustment measures common to the special education field will be used. Multivariate, regression, and growth curve analyses procedures will be used to address the project's research aims.

Products: The project will develop effective strategies for enhancing students' access to the general education curriculum. The project's findings will inform interested researchers; will advance professional practice, programs, and services to children with disabilities and their families; and will be disseminated to research institutes and technical assistance providers.

Grant Number: H324D010016

Teaching Science and the Scientific Method to Physically Disabled Students in the Regular Classroom

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Many approaches to teaching students with orthopedic impairments focus on what they cannot do. By using technology to support what they can do, this project hopes to demonstrate a powerful new approach to fostering access to regular classes and enriching these students' educational experiences. Whether their goal is to graduate from high school, attend higher education, or find a job, students with severe orthopedic impairments need to have a basic understanding of science and they need to feel like full-fledged participants in the education process. This project will make a difference in the lives of participating students by enhancing their abilities to acquire new information, as well as increasing their self-esteem and sense of independence.

Method: Computer simulation technology, spawned by the computer gaming industry, is a newly emerging technology that can permit students with severe physical limitations to participate fully in scientific experiments and activities in the regular classroom, thereby maximizing their ability to learn important scientific concepts. This can be accomplished by providing them with realistic, three-dimensional, computer-generated representations of real-world settings where they can make observations, perform experiments, and make discoveries using a standard joystick assembly or other specially adapted switches. In short, this newly emerging technology can level the playing field and permit the "doing" which is so important in the acquisition of scientific knowledge. The goals of the project are to: 1)investigate the effectiveness of virtual reality learning environments as a strategy for enabling students with severe physical disabilities to be educated in regular science education classes; 2) identify the conditions and supports that must be present to successfully implement such programs; 3) identify principles for creating effective computer-based programs that ensure meaningful student participation and meet multiple instructional needs; and 4) investigate the effects that computer-based training programs have on progress in regular classroom settings.

Products: This project will disseminate results of the research in ways that maximize the impact of this innovative strategy for improving the education of students with severe physical disabilities.

Grant Number: H324D010019

Functional Assessment, Collaboration, and Evidence-Based Treatment (FACET)

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This project is designed to assess the effectiveness of a collaborative approach for addressing challenging behaviors among young children. The goal of FACET (Functional Assessment, Collaboration, and Evidence-Based Treatment) is to disseminate an evidence-based approach designed to support the social-emotional development of young children with disabilities with the aim of minimizing the need for more intense services in elementary school, and to prevent the need for special education for children without disabilities who are at risk of developing serious behavior problems.

Method: The experimental method involved in this project involves two components: FACET intervention procedures and action research processes. Both components will be taught to experimental teams and monitored through collaborative sessions between teams and FACET research staff. Two elements of the FACET intervention (functional assessment and positive behavior support) are designed to enable professionals and parents to develop effective interventions to accommodate challenging behaviors. The FACET intervention protocol is carried out in the context of team-based, collaborative problem-solving.

Products: This project intends to contribute to the knowledge of evidence-based interventions that accommodate and prevent challenging behaviors among children. The approach taken is comprehensive, incorporating multiple strategies which include restructuring the environment, minimizing the occurrence of problem behaviors, and teaching functionally equivalent, socially competent behaviors. The collaborative, team-based orientation of the FACET model is intended to contribute to the strategies' long-term maintenance and system-level change.

Grant Number: H324D010023

Pathways for Promoting the Success of English Language Learners with Disabilities in Standards-Based Education

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Ending Date: 9/30/04

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Purpose: The primary goal of this research project is to investigate ways that English Language Learners (ELLs) with disabilities can meaningfully participate in and benefit from content-area standards-based instruction.

Method: The project goal will be accomplished by implementing two phases of research. Phase 1 will involve foundational research investigating the performance of ELLs with disabilities on statewide content and academic language assessments. This study will examine the participation and performance of ELLs with disabilities on tests of math and reading as well as on a test of emerging academic English. It will help the researchers identify the greatest areas of concern for the academic progress of these students and help inform the second phase of the research. Phase 2 will examine the effects of recommended instructional practices on the academic performance of ELLs with disabilities. This study will collect and validate recommended practices for delivering content-area, standards-based instruction to ELLs with disabilities in general education settings. A Multi-Attribute Consensus Building (MACB) procedure will be used to develop recommended teaching interventions that will be combined with input from interviews with parents and students from a variety of language backgrounds. These teaching interventions will then be validated through single-case design studies and a national cyber survey.

Products: The results of this project will fulfill the basic needs in promoting effective practice for successful participation of students with disabilities who are English language learners, by improving the alignment of instructional interventions for these students with the standards-based curriculum. Results of th[illegible] improved alignment will be reflected in the classroom and statewide assessment of student performance [illegible]e instructional practices developed will be useful to general educators as well as special educators and langua[illegible]educators working with these students.

Grant Number: H324D010024

Enhancing Mathematical Word Problem Solving Performance of Students with Learning Disabilities in General Education Mathematics Classrooms

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Ending Date: 9/30/04

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Purpose: The purpose of this three-year research project is to investigate the effectiveness of a recently developed and tested graphic representation approach for teaching problem solving to third-grade children with learning disabilities.

Method: The project expects to: 1)develop an understanding of conventional problem-solving instruction (intended and taught curriculum), including tasks and activities and the extent to which both the intended and taught curriculum align with state and national mathematical standards, which will help in understanding the general education curriculum and the contexts of authentic classrooms in which students with disabilities are placed; 2) examine student behaviors, attitudes, and perceptions regarding problem-solving instruction as well as the effects of conventional math instruction on outcomes (i.e., learned curriculum) for students with learning disabilities and their normally achieving nondisabled peers; 3) develop an empirically validated, systematic instructional approach (graphic representation) and identify instructional modifications for successfully teaching problem solving to third-grade students with disabilities in inclusive settings; 4) investigate the differential effects of the graphic representational technique and traditional approach on the problem-solving performance of all third graders, particularly students with learning disabilities who are experiencing difficulties in mathematical problem solving; and 5) examine the differential effects of a representational technique and traditional strategy on students' problem-solving skill when mathematics problems are context-personalized and nonpersonalized. To determine the effectiveness of the project's intervention, the project will solicit two third-grade classrooms each in Pennsylvania and Florida to participate. Several measures (e.g., interviews, classroom observations, achievement testing) will be used to assess teacher and student behaviors and students' word problem solving performance. The project will use both qualitative and quantitative methods to answer research questions.

Products: Findings from this project should be useful to both researchers and practitioners. The project will disseminate curriculum materials (including model lessons, videos, and sample materials illustrating modifications appropriate for word problem-solving instruction) jointly developed with third-grade teachers.

Grant Number: H324D010026

The Gender & Transition Project: Understanding the Role of Gender & Disability in Transition Planning

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Ending Date: 9/30/04

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Purpose: The Gender and Transition Project will utilize a mulitmethod, multiperspective approach in investigating the quality of transition planning for young women, particularly minority young women, in special education.

Method: The project is a collaboration between the Center on Self Determination at Oregon Health Science University, and Portland Public and Long Beach Unified School Districts, and will be conducted in three phases. The first phase (Year 1) will involve a survey study of 300 youth in special education (150 young women and 150 young men), 300 parents, and 150 educators. The purpose of the survey is to gather quantitative information on the extent to which factors which promote successful transition planning are present for males versus females with disabilities. The second phase (Year 2) will evaluate the transition component of individualized education plans (IEPs) for young women versus young men in special education. Specifically, the transition plans of 200 females will be compared with transition plans of 200 males to assess whether compliance with the mandates of IDEA and reflections of best practice vary by gender. The third phase (Year 3) will be qualitative investigation of the barriers to transition planning for girls and young women with disabilities, and the identification of strategies to promote successful transition.

Products: Findings from this research project will be comprehensively disseminated to regional and national audiences. The project will substantively contribute to the understanding of the barriers against and strategies for promoting effective transition planning among young women with disabilities.

Grant Number: H324D010027

Collaborative Teaming to Support Preschool Students with Severe Disabilities Who Are Placed in General Education Early Childhood Programs

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This three-year research effort will investigate the effectiveness of a collaborative teaming model to support preschoolers with severe disabilities who are placed in general education early childhood programs.

Method: The general education/special education collaborative teaming model will include monthly team meetings to develop "Unified Plans of Support" for targeted preschoolers with disabilities. Core team members (including the child's parent) will design and collaboratively implement the plans that include academic adaptations and social and communication supports designed to promote the acquisition of developmentally appropriate skills and full social participation. An in-depth investigation will focus on three educational teams across three preschool programs. Impact on preschooler performance will be evaluated through multiple data sources including behavioral observations within the context of a multiple baseline design and multiple team interviews. The practicality and usefulness of full implementation of the collaborative teaming model will be evaluated through a series of focus group interviews with the participating special and general education teachers, the parents of the focus students, and the administrators of the preschool programs. The impact of learner performance will be evaluated through behavioral observations within an AB, multiple-probe design.

Products: Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination to associated early childhood research institutes and technical assistance providers, posting on early childhood Web sites, and presentations at special and general education national and state conferences.

Grant Number: H324D010031

Young Children's Citizenship in the Literate Community: Research into Low Incidence Disability, Development, and Inclusive Early Childhood Programs

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Ending Date: 7/31/04

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Purpose: This project is a three-year ethnographic/qualitative and action study of inclusive early childhood special education, focusing on access to high quality literacy curricula for all children, including students with low incidence disabilities aged (approximately) 36 months to 6 years.

Method: The project will respond to the following four questions: 1) what is the socially constructed meaning of "access to the literacy curriculum" on the part of young children with low-incidence disabilities in inclusive early childhood programs?; 2) how are services and supports currently designed in relation to question #1?; 3) how might the project more effectively design services and supports to promote future access and participation?; and 4) how will accomplishing responses to question #3 alter responses to question #1?. The project will respond to each of these broad-based questions in the context of: 1) development of effective individualized family service plans (IFSPs) and individualized education programs (IEPs); and 2) curricular and home opportunities promoting the extremely important development of emergent literacy skills in all children. Included in this study will be two age-cohorts of children along with their families, teachers, peers, school and agency administrations, etc. One cohort will be a group of (approximately) 36-month-old children receiving special education services in a variety of natural environments. The project will follow this diverse cohort for 36 months, studying, among other issues, transitions into preschool and IEPs (from IFSPs). The second cohort will be a group of (approximately) four-year-old students receiving special education services in a variety of situations that allow for consistent, extended, and thoughtfully supported academic interactions with nondisabled children. This cohort will be followed for 36 months, studying, among other issues, transitions from preschool to elementary school.

Products: The findings from this project will be disseminated nationally and internationally through: 1) research presentations given at three or more international conferences annually; 2) publication in peer-reviewed research journals; and 3) possible manuscript for publication with an education press. The findings will be disseminated through: 1) on-going consultations in school districts across Iowa; 2) graduate coursework and research; and 3) undergraduate coursework and experiential learning opportunities.

Grant Number: H324D010034

Alternative Schools: Policy, Practice, and Implications for Students with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project will use and build on existing networks, expertise, and history of success to conduct a study investigating the policies and practices of alternative schools across the country. The extent to which and how students with disabilities are served in these programs will be examined.

Method: Because of the variability across alternative schools and programs, a framework that operates at several levels and incorporates both quantitative and qualitative methodology will be used. Four studies will be completed: 1) Study I will be a national examination of alternative schools to provide a broad understanding and typology of alternative schools in operation and of the extent to which students with disabilities are being served in these settings; 2) Study II will involve in-depth state-level examination of alternative schools yielding state-level case studies describing alternative school policies and practices for students with disabilities; 3) Study III will extend beyond state-level investigations and include in-depth field visits by experienced field researchers to alternative schools to collect information directly from students with and without disabilities, parents, educators, and administrators; and 4) Study IV will culminate in a synthesis of the information gathered across the studies and result in recommendations to guide policy, practice, and further study.

Products: This directed research project will produce timely and relevant reports, journal articles, research briefs, and related materials that will be widely disseminated.

Grant Number: H324D010036

Tools for Teachers Project: Developing Assessment and Instructional Tools for Improving the Social Functioning of Children with Mental Retardation in General Education Classrooms

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: In light of the well-documented problems in social functioning of children with cognitive disabilities, this project believes that instruction in social skills clearly needs to be a critical part of the general education curriculum. Therefore, the Tools for Teachers project will provide elementary-level general and special education teachers with the tools they need to deliver effective social skill instruction to children with mental retardation.

Method: The project will accomplish three objectives: 1) to develop and validate a process-oriented assessment tool that teachers can use to obtain critical information regarding the social skills of children with mental retardation, the project will carry out a total of six research steps, which will involve approximately 800 children with and without mental retardation in grades 2 through 5; 2) to develop an instructional tool that will guide teachers through the process of formulating objectives and adapting and customizing instructional lessons, the project will carry out four research steps, which include creating an instructional "roadmap" that will link skills and instructional objectives to lessons, activities, and materials in existing social skills curricula, and guidelines for "customizing" lessons using Universal Design Learning principles; and 3) to evaluate the impact of the assessment and instructional tools on the effectiveness of the social skills instruction that teachers provide to children with mental retardation and on these children's acquisition of socially appropriate patterns of behavior, the project will implement "Tools for Teachers" in 24 classrooms and follow a cohort of 24 general education teachers and 96 students with mental retardation over a period of two years.

Products: Overall, the Tools for Teachers project will provide general and special education teachers with innovative, practical tools for assessing and intervening in the social problems that children with mental retardation experience in the general education classroom, thus helping to ensure that the goal of access to and participation and progress in the general education curriculum becomes a reality for these children.

Grant Number: H324D010040

Strategic Learning Editions: Embedding Flexible Supports for Learning Comprehension Strategies in Digital Text

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Beginning Date: 10/15/01
Ending Date: 10/14/04

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Purpose: For teachers, there are three prominent barriers to implementing effective strategy instruction: 1) lack of training in how to teach strategies effectively; 2) insufficient time and expertise to provide the frequent and sustained student practice with plentiful, individualized feedback that is essential to student progress; and 3) increasing size and diversity of today's classrooms which makes it difficult to provide individualized instruction. In this project, CAST will investigate the potential of a new kind of instructional media - digital texts with embedded and individualizable reading strategy and decoding supports - to overcome these barriers and meet the challenge of supporting both teachers and students in improving reading comprehension. It is hoped that enhanced electronic texts can extend the capacity of the teacher to support students with learning disabilities, and develop the capacity of students so that they have access to, and make progress in, the general curriculum.

Method: The project will investigate the effectiveness of a technology-supported approach to reading strategy instruction for students with and without learning disabilities in grade 6 - 8 inclusion classrooms and resource rooms. Qualitative studies in Years 1 and 2 will lead to an experimental study in Year 3, comparing a computer-supported versus non-computer-supported approach to strategy instruction. The project will assess the impact of the intervention on students' reading comprehension and motivation, and provide detailed portraits of individual learners. The project will also study how teachers develop expertise in teaching reading strategies to students with and without learning disabilities and how that process is influenced by the intervention.

Products: CAST will identify and develop effective methods for supporting the successful implementation of a technology-based approach by teachers within inclusion classroom and resource room settings.

Grant Number: H324D010048

Long-Term Outcomes of Children Receiving Preschool Intervention for Behavioral or Developmental Concerns

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Ending Date: 8/31/04

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Purpose: This project will examine the long-term effects on school outcomes associated with participating in an intensive preschool intervention for children with behavioral and developmental concerns. The project will also address the mechanisms of determining impact and cost-effectiveness of the early intervention program.

Method: The study site selected for this project is the Positive Education Program's Early Intervention Center (EIC) in the Cleveland, Ohio area. Twenty-two annual cohorts of EIC children have gone as far as the third grade in school, and will be included in the study (resulting in a total sample size between 3,216 and 4,560). School record data will be collected from local school districts to see how these children have progressed over time. The research questions addressed in this study will determine which school outcomes (such as grades, achievement test scores, attendance, grade retention, disciplinary removals, special education service use, and high school graduation) occur within four groups of children matched demographically at first grade: a) children who participated in a parent-driven preschool intervention program with a reputation for quality; b) children who received special education services before school entry in their school districts; c) children who began receiving special education services for emotional or behavioral disturbance later in first grade; and d) children from the same school building who appear to be typically developing, which will provide a normative reference group that will aid in interpreting the information collected about the other children's development.

Products: The project will submit journal articles to publications targeting researchers, practitioners, families, and policy makers. The project will submit articles to specific association newsletters and World Wide Web sites. Project staff will make presentations at research conferences.

Grant Number: H324D010049

The Inclusion of Students with Disabilities in Large Scale Assessment and Accountability Programs

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Purpose: The University of Dayton will conduct a national study that will examine the effects of state policy on inclusion of students with disabilities, particularly those with low-incidence disabilities, in large-scale assessment and accountability programs.

Method: The goals for this national study are the following: 1) to gather assessment and accountability policy information, state by state, that will provide a basis for comparison regarding state policy and practice surrounding inclusion for students with disabilities in large-scale assessment and accountability programs; 2) to implement a data sorting rubric that will allow for collection, presentation, and dissemination of useful data that can assist states in an institutionalization of IDEA '97 mandates and Title One requirements; 3) to collaborate with the National Association of State Directors of Special Education's (NASDSE) Policy Partnership Project in conducting research and analyzing the data; and 4) to actively collaborate with and disseminate results to OSEP Policy Partnership Projects, to State Directors of Special Education and Assessment, to the publications of stakeholder groups, and to other interested OSEP-funded projects such as the National Center on Educational Outcomes (NCEO), Council of Chief State School Officers (CCSSO) and the National Association of State Directors of Special Education (NASDSE).

Products: Data collected will assist states with their continuous improvement activities and will provide an early understanding of the unintended consequences that arise when implementing IDEA, so that appropriate adjustments and modifications to policy and practice can be made in a timely and appropriate manner.

Grant Number: H324D010050

Early Literacy: Comparison of Salient Features of Two Intervention Approaches

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Purpose: Theoretically and functionally, direct instruction (DI) and activity-based intervention (ABI) exemplify two distinct intervention procedures. The major goal of this research project will be to examine these two procedures and compare their effectiveness for the acquisition, generalization, and maintenance of early literacy training targets.

Method: Three objectives are designed to meet this goal. First, a components analysis study will be conducted and will result in a chart outlining the salient components of ABI and DI along the following three dimensions: 1) dependent variables, 2) independent variables, and 3) contextual features. Four studies will respond to existing knowledge deficits related to effective instructional procedures for young children. The purpose of each study is to evaluate the differential effects of promoting children's early literacy skills using ABI and DI. Three dependent variables will be targeted in the four studies: 1) acquisition; 2) generalization; and 3) maintenance of early literacy training targets. In study one, the project will explore when and how training trials are introduced. In study two, the project will manipulate the variable of a teacher versus child initiation. In study three, types of antecedents and consequences used will be examined. In study four, the role of corrective feedback will be studied. A majority of children will acquire targeted skills; however, a small percentage will need further instruction. The project will plan and implement instruction of these children using information from two sources: 1) information from the four studies indicating effective procedural components; and 2) graphs from the individual child indicating rates of acquisition and learning curves during sessions.

Grant Number: H324D010052

Enhancing Social-Emotional Development through Support Practices

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Purpose: This project will develop, implement, and evaluate the effectiveness of two different family support practices intended to foster social and emotional development and resilience in infants and toddlers with or at risk of disabilities. An indirect approach will focus on educating parents on recommended best practices in early intervention and a direct approach will implement an accepted curriculum for fostering social and emotional development and strengthening of parent-child relationships.

Method: The study will implement an experimental design with random assignment of 120 families into one of four groups, all of which will continue to receive services through their IFSPs. Group One will receive indirect intervention, Group Two direct intervention, and Group Three will receive both. Group Four will receive none of these additional interventions. The goal is to assess which of the three experimental interventions is most effective in promoting child social-emotional development.

Products: This project will draw conclusions about which of the family support practices it develops are most effective in enhancing parent-child relationships and subsequently social and emotional development and resilience of infants and toddlers with disabilities. The findings will contribute to the advancement of theory related to advocacy and child development and to relationship development of parents and their infants and toddlers with disabilities. Findings will be disseminated to federally funded research and training centers and within the fields of education, early intervention, special education, psychology, and psychiatry. Results will be published in research and practitioner journals for early childhood and special education and the mental health fields.

Grant Number: H324D010053

Universal Design for Learning: Increasing Access to, Participation and Progress in the General Curriculum for Students with Cognitive Disabilities

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Beginning Date: 10/01/01
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Purpose: The University of Massachusetts' Institute for Community Inclusion (ICI), in partnership with the Center for Applied Special Technologies (CAST) and two urban high schools, will test and validate instructional units based on the principles of Universal Design for Learning (UDL) that enhance access to and participation and progress in the general curriculum for all students, including students with cognitive disabilities.

Method: The basic premise of UDL is that curriculum should include alternatives to make it accessible and applicable to students with different backgrounds, learning styles, and abilities. UDL does not imply one optimal solution for everyone, but instead underscores the need for inherently flexible, customizable content, assignments, and activities. The framework calls for flexibility in three areas: represent information in multiple formats and media to ensure that all students can learn, provide ways to engage students' interests and motivations, and provide multiple pathways for students' actions and expressions. To be effective, these three principles must be applied to each aspect of the teaching and learning situation: setting of goals, choice of methods and materials, and means of assessment. This partnership will measure the impact of instructional units using the principles of Universal Design to increase: 1) access (e.g., students' self-assessed understanding and access to tools to help); 2) participation (e.g., completion of in-class assignments, active participation in whole-class and small group activities, and adequate preparation for class including completed assignments and necessary materials); and 3) progress (e.g., satisfactory completion of unit requirements, grade point equivalents, Massachusetts Comprehensive Assessment System scores, and progress toward IEP goals) for students with cognitive disabilities in two high schools. The project will also provide training, technical assistance, and ongoing facilitation of Teacher Inquiry Groups (TIGS) to: 1) create instructional units based on the principles of UDL, and 2) teach, model, and assist in teacher inquiry and data collection techniques. The project will implement a four-step process with three content-specific or cross-content groups of ninth-grade teachers each year in two high schools (18 TIGs) to: 1) engage in UDL professional development and choose the content of the instructional units; 2) create profiles of current status by: examining existing materials, methods, and standards; identifying the learning needs of all students on their teams; and identifying barriers to access; 3) design instructional units based on the principles of UDL; and 4) apply the resulting UDL unit in the classroom, evaluate its effectiveness, and revise it to meet the learning needs of all students.

Products: Teacher Inquiry Groups composed of general and special educators will use the UDL framework to proactively plan curricula that accommodates diverse learning styles of all students through the integration of technology into curriculum planning, management, instruction, and instructional materials. The project will disseminate project materials nationally via a project World Wide Web site, clearinghouses, and presentations.

Grant Number: H324D010055

Alternative School Project

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Kelly Henderson
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Purpose: The two goals of this project are to: 1) develop an empirically grounded conceptualization of alternative schools and programs; and 2) delineate and disseminate the factors that characterize effective alternative schools. The study will also provide extensive examination of the implications of alternative school placement for disadvantaged and disabled children.

Method: This study comprises four key components: 1) examination of extant National Center for Education Statistics national and state data, and California and Texas statewide data; 2) use of an expert panel that will be linked electronically to provide inputs into the study from a broad research, practice, and policy perspective; 3) implementation of in-depth case studies of alternative schools, "feeder" schools, and "receiver" schools in two racially and economically diverse school districts in San Francisco and Austin; and 4) synthesis, communication, and dissemination of project results and lessons learned.

Products: The results from the project will highlight the delivery of specific services to and outcomes for students with disabilities, especially those who are poor and/or culturally and linguistically diverse, in alternative schools.

Grant Number: H324D010056

Readiness Assessment: Participation of Young Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
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Purpose: Large scale assessment and accountability programs to measure the skills of young children are not common, but have begun to be implemented in a few states. This qualitative study is designed to provide an in-depth description of the results of one state's approach to including young children with disabilities in a statewide assessment of children entering public school kindergarten.

Method: The study will gather descriptive information about various characteristics of all young children with disabilities included in this assessment. Additionally, a purposive sample representing the diverse range of young children with disabilities (i.e., sex, ethnicity, race, socioeconomic status, language, type of disability, level of disability) will be selected to gain a better understanding of the effects of the recruitment of children with disabilities, as well as the procedures used for the assessment, including modifications used.

Products: The study will gather descriptive information on children who score low yet have not been identified as being eligible for special education and related services, in order to improve Child Find procedures. The study will examine characteristics of the state and local infrastructures, and aspects of the state's recruitment and assessment model, in order to identify factors that facilitate or hinder both adequate representation and meaningful participation of young children with disabilities in the statewide accountability assessment.

Grant Number: H324D010060

Large-Scale Assessment Practices and Results for Students Who Have Both Disabilities and Limited English Proficiency

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
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Purpose: This project will study the challenges of including students with disabilities and limited English proficiency (LEP) in large-scale assessments, the accommodations most often used to support the participation of these students, how these students perform in large-scale assessments, how states are reporting the participation and performance of students with disabilities and LEP, and how the state scores are used for student and system accountability purposes.

Method: To address these questions, the National Center on Education Outcomes, in collaboration with 10 state educational agencies, will conduct the following research studies: 1) A comprehensive review of assessment policy documents from all states. The objective of this study will be to determine the content of state-level policy statements that are relevant for including students with disabilities and LEP in large-scale assessments. 2) A study accessing state-level data to ascertain the actual participation and performance of students with disabilities and LEP in large-scale assessments. Special emphasis will be placed on state reporting practices and the use of state test scores for student and system accountability. 3) An examination of characteristics of students with disabilities and LEP who have and do not have state test scores. Parents of students with disabilities and LEP, as well as the students themselves, will participate in interviews to ascertain their perceptions of experiences in taking state tests.

Products: This project will provide research-based information for policymakers, educators, and parents of students with disabilities and LEP who strive to include these students in large-scale assessments and accountability systems. It will describe the state-level policies that guide the assessment of students with disabilities and LEP and frame the accountability systems. It will provide a comprehensive analysis of who these students are, how they are participating and performing in state assessments, and their parents' perceptions of state assessments that are used for accountability purposes.

84.324E
Congressionally Mandated Activities

Grant Number: H324E011001

The Impact of Sleep-Disordered Breathing on Reading and Cognitive Skills in Early Childhood

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Beginning Date: 4/01/01
Ending Date: 3/31/02

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Purpose: This project explores the effect of sleep-disordered breathing on development of reading and other skills in early childhood (three to six years of age). Previous research results from project laboratories support the notion that the development of foundation cognitive skills in the preschool period may be hampered by the presence of snoring, gas exchange abnormalities, and fragmented sleep in children. The first goal of the work is to investigate whether early identification and intervention of sleep disorders will modify the development of academic readiness skills.

Method: Children enrolled in Jump Start programs, including those for children of teen mothers, and at a Children and Youth clinic will participate in the research, and a validated sleep questionnaire will be administered to identify children at risk for sleep-disordered breathing. In addition, the data from such interviews will be interfaced with a battery of cognitive assessments performed in the same children. In those children with categorical questionnaire scores compatible with a high risk for sleep-disordered breathing, overnight sleeping studies will be conducted, and if needed, children will be referred for treatment. Results obtained through project assessments will be compared with those obtained in another cohort of similar children for whom no sleep diagnostics and intervention will be conducted.

Products: This project will attempt to answer three major research questions: 1) what is the prevalence of sleep-disordered breathing among three- to six-year-old children at risk for academic problems?; 2) how does the presence of sleep-disordered breathing affect individual children's speech perception, language, short-term memory, phonological processing, letter-sound knowledge, and general cognitive skills that develop between the ages of three and six years?; and 3) do interventions aiming to correct sleep-disordered breathing modify the neurocognitive outcome of three- to six-year-old children?

Grant Number: H324E012001

WeBCATT: We Build Communication Access through Technology — National Institute of Technology for Inclusive Education

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Beginning Date: 6/01/01
Ending Date: 8/31/02

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Purpose: This project will enable We Build Communication Access Through Technology (WeBCATT) to expand its outreach efforts. The purpose of WeBCATT is to work with programs and organizations to provide information and support to families of children and youth with disabilities on accessing and using high-tech and low-tech assistive technology. WeBCATT is national in scope and works with programs and organizations composed of: 1) families of students with disabilities; 2) school and community service groups; and 3) other organizations focusing on disabilities and assistive technology.

Method: The scope of work to be completed by WeBCATT will encompass five basic tasks: 1) conduct ongoing needs assessment and resource analysis; 2) maintain and expand a broad-based network of programs that help address technology needs of families of students with disabilities and representative advisory committees; 3) expand the WeBCATT pilot project using technology to link parents and their children with disabilities, public school districts, and community service providers; 4) participate in meetings and conferences focused on technology, individuals with disabilities and their families, and technical assistance and dissemination; and 5) conduct annual evaluations.

Products: Expected outcomes include: 1) identification of resources available and those needed relative to assistive technology for families of students with disabilities; 2) improved ability of programs and organizations around the country to provide technology information and support to families; and 3) increased collaboration and coordination of activities by relevant programs and organizations driven by consumer input. This expanded outreach effort includes the addition of new families, the capacities for video conferencing, conducting ongoing research, and nationally disseminating research.

Grant Number: H324E013001

2002 Salt Lake Winter Paralympic Games

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Beginning Date: 6/01/01
Ending Date: 5/30/02

OSEP Contact: Ray Miner
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Purpose: The Sports Authority will conduct a ticketing program that will provide children throughout the state of Utah and across the U.S. access to the 2002 Paralympics, and will carry out cleaning, recycling, waste, and snow removal services for the Paralympics.

Method: The majority of the requested funding will support a ticketing program, which will allow children in each of Utah's 42 school districts admission to the Paralympics. Additionally, children from beyond Utah's borders will also be given tickets for admission to the Games, including children from surrounding states and also possibly children affiliated with the Make a Wish Foundation. The Salt Lake Organizing Committee (SLOC)'s Education Function is creating and distributing Paralympic curricula and materials to Utah's Public Schools, and will be tracking the attendance of school children at the 2002 Paralympics, in an effort to both assess and ensure district and school participation. The 2002 Paralympics require cleaning, waste, and snow removal, as well as recycling, for both competition and non-competition locations. Waste removal and recycling projects will include collection and hauling services, while snow removal will clear all sidewalks, driveways, and parking lots. Cleaning is required in varying degrees at the various venues that are slated for the Games. This cleaning includes: 1) Prep Cleaning, which will include general cleaning and trash removal from operations compound areas and offices, Paralympic construction, cleaning of seating areas and offices, and post-Games deconstruction; and 2) General Building Cleaning, which will include emptying of trash receptacles, cleaning and restocking restrooms, sweeping/mopping floors in buildings and operations compounds, and clean-up of food/beverage areas, lounge areas, and locker rooms. Outdoor venues require competition course area cleaning as well.

Products: This project will ensure access to the 2002 Paralympics by the resident children of the state of Utah and children that live beyond the borders of Utah. It will also support cleaning, recycling, and removal services critical to the Paralympics.

Grant Number: H324E014001

Early Childhood Development Project for the Mississippi River Delta Region

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: The Early Childhood Development Project for the Mississippi River Delta Region (the Delta Project) continues to demonstrate strategies for building local capacity to improve early intervention and education services and enhance developmental and educational results for children with disabilities ages birth through 12 years in the Delta region of Arkansas, Louisiana, and Mississippi.

Method: The Delta Project is collaborating with state and local early intervention, education, and public health agencies; Head Start; child care providers; local elected officials; and others to identify and overcome barriers that limit opportunities for children with disabilities to develop and learn. Project implementation includes the following: 1) providing training and technical assistance to teachers, other education personnel, public health practitioners, child care workers, and others to elevate their skills and ease in assisting children with disabilities and families; 2) providing training and support in families with children with disabilities to promote increased understanding of child development and parent-child activities that advance child development and learning; 3) facilitating collaboration and problem-solving among local agencies, community resources, and decision-makers to improve services and results for children with disabilities; and 4) offering short-term, otherwise unavailable evaluation and essential services for children with disabilities.

Products: The project will strengthen local networks of early intervention, education, and human services personnel and will assist parents by building capacity, enhancing competencies, and improving communications in ways that supplement and support existing programs and resources.

Grant Number: H324E015001

National Center on Low-Incidence Disabilities

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Beginning Date: 5/15/01
Ending Date: 5/14/02

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Purpose: The goal of the National Center on Low-Incidence Disabilities is to increase the nation's capacity to provide educational and other services to infants, children, and youth with deafness, blindness, and severe disabilities.

Method: This goal will be accomplished by developing an expansive online integrated system of information and services, supplemented by hard copies in print and braille and a toll-free phone number, that is organized around four goals: 1) information exchange; 2) local support; 3) teacher training; and 4) knowledge advancement.

Products: The activities of the National Center will significantly boost the availability of pertinent, cutting-edge knowledge to the communities, schools, and homes across the United States where students with low-incidence disabilities live, work, learn, and play.

Grant Number: H324E016001

National Demonstration to Educate Students with Serious Emotional and Behavioral Problems

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Beginning Date: 9/01/01
Ending Date: 8/31/02

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Purpose: The Baird Center for Children and Families, a division of the Howard Center for Human Services, will operate a comprehensive special education program for children with serious emotional and behavioral problems and will plan for and equip a new facility which will support all elements of this comprehensive program. The program has national significance in that it is comprehensive, is a fully collaborative effort with the Special Education Coordinators within the county, and has produced exceptional outcomes for the children of Chittenden County, Vermont.

Method: The program includes three primary components: 1) school social work services in area schools, including a range of supports and services for children with emotional and behavioral problems and who are eligible for special education; 2) intensive inclusion services for children with emotional/behavioral challenges and autism to support children with very high needs within the public school environment; and 3) specialized schools for children and youth when children cannot function within a public school environment despite the most intensive supports. The focus of this project is the Baird School, serving children grades 1-8. Project participants are key managers and staff within the Baird Center working in conjunction with special educators in all nine supervisory unions within Chittenden County, Vermont.

Products: The program will achieve the following outcomes: 1) improved school behavior; 2) improved school attendance; 3) improved academic performance; 4) improved quality of home/school relationship; 5) family satisfaction with services; and 6) achievement of treatment outcomes related to goals.

Grant Number: H324E017001

Center for Literacy and Assessment at the University of Southern Mississippi

Project Director: Thames, Dana; Reeves, Carolyn
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Beginning Date: 8/01/01
Ending Date: 8/30/02

OSEP Contact: Grace Zamora Duran
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Purpose: The Center for Literacy and Assessment will provide on-campus assistance to all entities (individuals, schools, school districts, and agencies) with regard to reading/literacy needs. Its mission is to continue to promote a greater understanding of the philosophy of reading instruction. This project will enable the continued promotion, encouragement, and communication of effective planning of successful literacy programs for all learners.

Method: The Center provides services in the local area or southern region related to one-on-one tutorials for students with reading deficits or requiring reading/literacy enhancement. Assessments related to issues of reading ability, or lack of, are also provided. This assistance is provided by University students enrolled in reading/assessment courses and supervised by tenured-track Center faculty. The Center also provides reading/literacy services to local school districts on a semester-by-semester basis to groups of children and one-on-one services for special instances. Preservice students enrolled in reading courses, as well as masters-degree and graduate-level reading students, are identified by reading courses taken and emphasis area and are then matched with students in local schools identified as needing reading/literacy assistance. University students working in the local schools not only provide assistance to the students but also provide on-site professional development for the classroom teachers with regard to the incorporation of the latest ideas, research, and strategies for the promotion of reading/literacy abilities.

Products: Faculty involved with the Center's efforts will make presentations at international, national, regional, state, and local conferences as well as through professional publications and texts. Professional development, consulting services, and teacher training related to "best instructional practices" as outlined by the National Reading Panel will be provided by the Center to local agencies within the southern part of the United States. In addition, the Center's Annual Reading Conference serves as a mechanism to foster the growth of learning related to literacy issues.

Grant Number: H324E018001

Demonstration Program to Enhance the Academic and Social Outcomes of Developmentally Disabled Children

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Beginning Date: 6/01/01
Ending Date: 5/30/02

OSEP Contact: Anne Smith
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Purpose: This project will enable the Hebrew Academy for Special Children, Inc. (HASC) to continue its innovative program designed to enhance the academic and social outcomes of children and adults with special needs.

Method: Key features of this project are the following: 1) providing a 24-hours-a-day, 7-days-a-week residential summer program for children and adults with special needs; 2) providing hands-on training for special education teachers, teacher assistants, caregivers, and parents; and 3) evaluating the effectiveness of the program through progress assessment reports on students, teachers, teacher assistants, caregivers, and parents.

Products: The project will update and disseminate the parent handbook, "Bringing the Classroom Home," which teaches parents of special individuals and caregivers how to extend learning activities to the home, in order to further enhance the students' academic and social outcomes.

Grant Number: H324E019001

Technology in Action Project (TAP)

Project Director: Anderson, Constance E.
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Beginning Date: 5/01/01

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Purpose: PARENTS, Inc. is a partnership of Alaska families of children with disabilities which provides support, training, resources, and advocacy statewide. This project will train teachers and specialists in the use of technology to support service delivery to children with disabilities in rural Alaska. The purpose of this first-year pilot project is to provide and use educational technology to enhance the education of children with disabilities and their parents, special education teachers, and education specialists within one rural Alaska school district.

Method: Supporting teachers and specialists, the child, and the parents as a vital triad of partners in the learning experience provides an opportunity to use technology to create, provide, and strengthen the learning experience. Using technology will also minimize some of the geographic challenges of service delivery in Alaska, and provide culturally competent learning opportunities at non-traditional locations and in group settings. The project will maximize collaboration with local, state, and national entities, primarily through an active and vital project advisory committee. The project will insure cultural competency, cultural sensitivity, and full inclusion of people with disabilities in all project activities and curricula.

84.324F
Youth Leadership Development Project

Grant Number: H324F010001

National Youth Leadership Development Network

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: The National Center on Self-Determination at Oregon Health Sciences University, in partnership with the Academy for Educational Development and youth leaders across the nation, will establish a National Youth Leadership Development Network, with the purpose of supporting a national cadre of youth leaders with disabilities who can inform the design of educational and other policies and practices toward young people with disabilities. The National Youth Leadership Development Network will build upon prior activities aimed at developing a national community of youth leaders who can inform professionals, parents, educators, and employers, as well as move forward an agenda that fosters youth self-determination and transition success in states, territories, and communities across the nation.

Method: The National Youth Leadership Network will convene an annual National Youth Leadership Summit that will bring together a diverse group of young leaders and emerging leaders with a variety of disabilities, ages 16 through 24, from every state and territory in the U.S. Summits will focus on topics such as equality of opportunity and self-sufficiency, disability history and civil rights, skills for effective leadership, self-determination, independent living, and understanding agencies and systems. Summit outcomes will include the identification of key barriers facing youth, promising practices, and recommendations for actions that should be implemented, as well as an increase in the knowledge and skills the youth leaders can take back to their communities to effect change. Ongoing follow-up activities will be conducted to support the development of a national community of youth leaders who are successfully moving forward initiatives in their states and communities. Young people with disabilities will be leaders in all aspects of Network planning, implementation, evaluation, and dissemination. National Youth Leadership Development Network activities will be coordinated with youth development initiatives underway involving youth with and without disabilities. The Network will also collaborate with federal agency partners in the advancement of recommendations identified by youth leaders.

Products: In addition to the annual summits, Network activities in support of youth leaders will include a World Wide Web site with a bulletin board, topical teleconferences, a newsletter, an electronic leadership discussion group, mentoring and peer support, ongoing technical assistance, and youth participation in state and national policy and leadership initiatives.

84.324H
National Center on Accessing the General Curriculum

Grant Number: H324H990004

National Center on Accessing the General Curriculum

Project Director: Rose, David; Hitchcock, Chuck
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Beginning Date: 12/01/99
Ending Date: 11/30/04

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Purpose: The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherit barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

Method: To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a World Wide Web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

Products: The World Wide Web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

84.324J
Center for Students with Disabilities Involved with and At Risk of Involvement with the Juvenile Justice System

Grant Number: H324J990003

National Center on Education, Disability, and Juvenile Justice

Project Director: Leone, Peter; Maccini, Paula
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Beginning Date: 9/01/99
Ending Date: 8/31/04

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Purpose: The National Center on Education, Disability, and Juvenile Justice (NCEDJJ) is a collaborative research, training, technical assistance, and dissemination program designed to understand and develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those who are at risk for involvement with the system.

Method: A collaborative effort involving faculty and staff from various educational institutions and agencies, the NCEDJJ has a team of advocates, practitioners, and scholars who will work as resource fellows and consultants. The research, training, and technical assistance activities of the NCEDJJ will involve school and community-based prevention activities, education programs in juvenile correction settings, and transition activities as youth leave juvenile corrections and reenter their communities.

Products: During the five years of the grant, the NCEDJJ will provide eight regional forums, three "training of trainers" workshops, a national teleconference, a national forum, and at least ten presentations at national, regional, and local meetings. Through its meetings and presentations, technical assistance, research and evaluation activities, and publication and dissemination, the Center will work to change the perceptions and understanding about youth with disabilities in communities and in the juvenile justice system. Through its network of practitioners, administrators, and policy makers, the NCEDJJ will help shape more effective and appropriate responses and accommodations for youth with disabilities.

84.324K
Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or At Risk of Disabilities

Grant Number: H324K010005

Research and Training Center on Early Childhood Development

Project Director: Dunst, Carl J.; Trivette, Carol M.
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jan Harlow
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Purpose: The Orelena Hawks Puckett Institute (in Asheville and Morganton, North Carolina), the Center for Excellence in Early Childhood Education (at the University of North Carolina - Asheville), and the Family, Infant and Preschool Program (at the Western Carolina Center, Morganton, North Carolina) plan to establish a Research and Training Center of National Excellence to review the knowledge base on: 1) young children's early relationships; 2) emotional, self-regulatory, and social development; and 3) environmental factors that influence development. The knowledge base will then be translated into effective strategies (practice protocols) that establish a foundation for success in school and in community and family adaptive functioning.

Method: The Research and Training Center (RTC) on Early Childhood Development will conduct focused research syntheses of effective early childhood practices; translate this research into practice protocols that practitioners and families can use to enhance healthy child mental development; conduct research on the effectiveness of the practice protocols; disseminate information on effective intervention practices, strategies, and methods; and provide training at the preservice and inservice levels. The conceptual framework described in Shonkoff and Phillips' book "From Neurons to Neighborhoods" will be used to organize and integrate the research knowledge base.

Products: Focused research syntheses on selected topics will be developed by translating research findings into practice protocols that parents and practitioners can use to carry out evidence-based practices. Twenty research syntheses and 20 practice protocols will be completed per year for 5 years, for a total of 200.

84.324L
Research and Training Center in Service Coordination for Part C of IDEA

Grant Number: H324L990002

Research and Training Center in Service Coordination

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Beginning Date: 12/01/99
Ending Date: 11/30/04

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Purpose: This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

Method: The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

Products: Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

84.324M

Model Demonstration Projects for Children with Disabilities

Grant Number: H324M980014

Assistive Technology Training ONLINE Project

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Beginning Date: 9/01/98
Ending Date: 8/31/02

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Purpose: This project will develop, implement, evaluate, and disseminate a model program that will address the diverse, multilevel needs for assistive technology (AT) training, by exploring the potential of World Wide Web-based instruction to create virtual workshops. The training model will focus on the use of adapted computer technology to facilitate the educational process and inclusion strategies for students with disabilities in inclusive elementary (K-5) classrooms. By combining proven training materials with the interactive and interconnective properties of the Internet, the project staff will address the deficiencies associated with traditional AT training workshops and improve training access and application.

Method: This project addresses four objectives focusing on curriculum development activities and examination of the model's impact on members of individualized education program (IEP) teams, families, and student outcomes. Project objectives will be supported by the participation of national AT experts as well as input from members of IEP teams, including parents, from four local school districts. With this emphasis on the use of assistive technology to support student educational performance in inclusive elementary education environments, the Assistive Training ONLINE Project can make a difference for students with disabilities, their families, other IEP team members, and paraprofessionals across the nation.

Products: By the end of Year 4, a comprehensive set of training materials will be developed, implemented, and evaluated as to their quality and appropriateness. Upon final revision, the training materials will be made available in other formats for wider distribution and use. The project will have a CD-ROM and/or DVD version available as well as paper copies with slide and video illustrations. Project activities as well as applications and strategies found to be most effective in using adapted computer strategies to promote the inclusion of elementary students with disabilities will be disseminated through the World Wide Web site and documented in written reports. Articles describing the project and trainee and student outcomes will be submitted to family and professional journals and magazines. Findings of the project will also be disseminated through presentations at state and national conferences.

Grant Number: H324M980032

Bringing It All Back Home: Family-Driven Assessment and Intervention for Children Who Are Deaf-Blind

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project will build on existing research and demonstration efforts to develop a family-driven approach to assessment, intervention, and transition that will empower families to recognize the competencies of their own children and to structure naturally occurring home-based and community-based activities to promote skill development on the part of their children who are deaf-blind.

Method: This project, which targets children aged three to twelve years who are deaf-blind, will involve parents as partners in model and product development and in field testing efforts. The project staff have developed assessment instruments designed for parents to administer in the home to assess cognitive development and communicative development. These instruments will form the foundation for an approach that will involve parents as the repository of knowledge about their children's skills, their needs, and the daily activities in which new skills may be developed. Ultimately, the project will produce a set of materials designed by and for parents to evaluate their children, to establish intervention priorities for home and community, to advocate for appropriate intervention at school, and to ensure successful transitions from one school or classroom to another in the first few years of school.

Products: Final products will include packets of printed materials related to assessment, intervention, and transition as well as a 15-minute videotape illustrating exemplary home-based interventions. Each product will be evaluated by parent consultants, field test families, and advisory board members using satisfaction/utility scales to be developed by project staff. Final products will be submitted to commercial publishers for possible publication.

Grant Number: H324M980060

Enhancing Peer Relationships in Natural Environments in Urban Communities (Early Intervention and Early Childhood)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

OSEP Contact: Glinda Hill
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Purpose: The purpose of this demonstration project is to increase access to activities in natural environments in the community for children age birth to three who are receiving early intervention because they have developmental delays or are at risk for a disability. The Individual Family Service Plan (IFSP) process will be used to both embed a social competence curriculum and to identify community activities for learning about peer relationships. The curriculum is designed to be implemented in natural environments including the home, to ensure family participation, and community settings in which typical children participate. The quality and effectiveness of early intervention will be enhanced through the IFSP process and the social competence curriculum framework, which will focus on facilitating peer relationships.

Method: A community mapping process will be used to identify and expand the type and number of activities and settings available for participation by infants and toddlers with disabilities and their families. Training on project content and methodology (curriculum and home and community activities) will be provided to families, early interventionists, and community program staff. Additionally, policies will be developed to guide the use and effectiveness of natural environments in early intervention in collaboration with the statewide Part C system and the Interagency Coordinating Council. An added focus of this project will be the challenge of identifying, expanding, and evaluating natural environments in urban communities: Hartford, Connecticut, for the first two years and two additional Connecticut urban communities, with Latino populations in the majority, during the last two years. Project staff will include a bilingual parent of a child with disabilities. A multidimensional evaluation plan will measure project effects on children, families, service providers, programs (including cost), and communities.

Products: A total of 180 children and families will be served through the project. Dissemination of project findings will occur through statewide meetings, national presentations, written and electronic program descriptions, training materials and policy alerts, articles in peer reviewed journals, and chapters in books. These materials and activities will be audience specific (e.g. parents, service providers, administrator, etc.).

Grant Number: H324M980074

Building Communication Links for Infants/Toddlers with or at Risk for Disabilities

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Beginning Date: 1/01/99
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Purpose: The purpose of this project is to improve social-communicative outcomes for infants/toddlers with risk factors for severe communication delays, through early identification of infants/toddlers (6-36 months) at risk for severe communication delay and through the development, evaluation, and dissemination of cost-effective instructional tools to enhance critical early social interactions between the child and the caregiver. A preventive approach will respond to the increased incidence of young children at risk for disorders involving severe communication delays, including pervasive developmental disorders and emotional/behavioral disorders.

Method: The project's objective will be accomplished collaboratively with key service providers and parents through development of awareness materials, implementation of a screening process, and design of a unique set of accessible observation and teaching strategies. Activities will include work with field test sites to develop training videos (introductory levels for children at risk and a second level with extensive assessment/programming strategies for infants with identified delays) plus on-line training materials. A cadre of locally based trainers will be developed in Early Head Start and Early Intervention programs to disseminate materials and train other providers.

Products: Project results will include improved social/communicative outcomes for infants and toddlers (birth to three) who are experiencing or are at risk for disabilities that result in severe communication delays through early identification and intervention. Another outcome is increased parent and professional access to promising practices. Products will include awareness materials, observation and teaching strategies, and training materials to implement the strategies. Dissemination activities will involve the following: 1) presentations will be made at national professional conferences and state and regional conferences; 2) a project World Wide Web home page will be maintained and updated on a monthly basis to allow for ongoing dissemination to a broad audience including parents and paraprofessionals; and 3) the project staff will submit at least two articles on the results of the project to a major journal in early childhood special education and a parent journal.

Grant Number: H324M980076

Comprehensive Functional Assessment for Schools

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project will elaborate, evaluate, and disseminate a model for conducting functional assessment that will bring this powerful technology to the hands of school personnel. During the past 15 years, an effective technology of functional assessment has been developed, but the majority of the procedures have been designed for use by highly trained behavior analysts with individuals who have the most extreme levels of problem behavior. A critical need exists to: 1) develop functional assessment tools that can be used by typical school personnel, 2) include students and their families more directly in the assessment process, and 3) link the information from a functional assessment to the design of effective behavior support.

Method: The Comprehensive Functional Assessment project will meet its goals by combining the expertise of personnel who have direct experience designing functional assessment procedures with the active collaboration of school personnel involved in the design of behavior support. The project is the product of collaboration with families and school personnel, and will address five central objectives: 1) develop a functional assessment model for use in elementary and middle schools; 2) implement the model in 20 schools (10 elementary, 10 middle); 3) evaluate the implementation, impact, and validity of the model; 4) develop and disseminate materials for broad replication of the model; and 5) manage and evaluate the project.

Products: The Comprehensive Functional Assessment project will involve five primary dissemination strategies at the local, regional, and national levels: 1) reliance on dissemination mechanisms, such as professional journals, conference presentations, World Wide Web pages, and inservice workshops; 2) use of College of Education editorial and publication services to produce research reports, monographs, and training materials; 3) linkage with the Oregon's Student Services Division in the state Department of Education, local school districts, and families; 4) professional relationships with other community, research, and training groups; and 5) inservice and preservice preparation of educators who design and implement behavior supports for students with problem behavior.

Grant Number: H324M980088

Project ACT: Achieving Change Together to Support Students with Severe Disabilities in General Education Classes

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Beginning Date: 9/01/98
Ending Date: 8/31/02

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Purpose: Project ACT will develop and validate a building-level planning model for establishing and expanding inclusive educational opportunities for students with severe disabilities. The model is designed to empower parents and professionals to restructure existing staff and fiscal resources to serve students with severe disabilities in general education classes.

Method: A building-level planning team will design, coordinate, monitor, and evaluate system change efforts, taking into account the culture of the school, the strengths and weaknesses of the faculty, and the individual needs of students. The initial field-test of the model will be conducted in the first and second years of the project at one rural and one urban school district cohort, each composed of two elementary schools, one middle school, and one high school. During the last two years of the project, the planning model will be replicated in one rural and one urban school district cohort.

Products: Project ACT will support building-level planning teams through the development of a planning guide and other materials, training, and on-site technical assistance throughout Utah and nationally. The planning model will impact the educational achievement of students with severe disabilities as well as students without disabilities, the parents, teachers, and administrators of students with disabilities, and the costs of educational programs for these students.

Grant Number: H324M980096

A School-Based, Family-Focused Interagency Program to Serve Young Children At-Risk for Emotional and Behavioral Disorders

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: This project is a school-based, family-centered interagency-services approach to early intervention that emphasizes effective collaboration. This collaboration will be implemented at the school level through teacher assistance teams, service coordinators, interagency family planning teams, and unified service plans.

Method: The focal point of all the service efforts will be the inclusion of the family to help achieve successful school and life options for young children at risk for or with emotional disorders. Parallel to these services, the school will place at-risk children in educational settings where instruction will be based on effective instructional practices and involve these children with appropriate peers.

Products: After the model is evaluated for effectiveness, training materials will be made available to national organizations and information clearinghouses.

Grant Number: H324M980108

A Developmentally Based Preventive Reading Intervention for Children Placed at Risk for Reading Disabilities

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: This project evaluates the effectiveness of a theoretically motivated preventive treatment for children identified as at risk for reading disabilities. The treatment is based on evidence that reading disabilities are primarily due to two core linguistic deficits (phonological awareness and retrieval/access speed) and a more general metacognitive control problem.

Method: The project will target children in kindergarten, first, and second grades who are at risk for developing reading disabilities. It will use a modified cross-sequential design to evaluate the timing and developmental appropriateness of early intervention and the amount of instructional time required for such interventions to be the most effective. This design also allows for the evaluation of the program's impact on both early developing reading skills and the development of reading fluency and beginning reading comprehension skills, along with other developmentally related language and cognitive skills.

Products: The information gathered by this project will expand research-based knowledge and strategies that will promote excellence in reading education for children identified as at risk of educational failure due to reading disabilities. The study will also describe the perceptions of teachers, parents, and students toward the program; if these perceptions are positive, improved reading performances of the students involved should follow. The project will analyze general education teachers' effectiveness in delivering a preventive reading intervention to children identified as at risk for reading disabilities.

Grant Number: H324M980109

Personal Accommodations Model: Accommodating Students with Disabilities in Postsecondary Settings

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project uses a personal accommodations model (PAM) to help provide access to and success within postsecondary school situations for students with disabilities. The model uses a learner-based approach to address barriers associated with the recruitment, enrollment, advisement, and instruction of students, where accommodations are matched to learners' needs, strengths, and goals, not to their disability.

Method: Staff and students from community college and vocational school settings in three states will participate in the project. The project will develop collaborative relationships with stakeholders, develop the PAM to include nine colleges, and field test and revise the model with the nine new sites. The model will be developed so that it can be replicated in other settings (e.g., four-year colleges and universities, adult education programs, and literacy programs).

Products: Among the PAM products are a policy handbook for staff regarding legal rights and responsibilities of both students and the institution; a staff handbook on procedures, materials, and resources that will guide the accommodation of students; a student handbook on their rights, responsibilities, and on using accommodations to reach their goals; and staff development materials and resources that support replication of the PAM in other postsecondary settings.

Grant Number: H324M980126

Movement to Postsecondary Settings: A Model Program for Secondary Students with Learning Disabilities

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Beginning Date: 9/01/98
Ending Date: 8/31/02

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Purpose: This demonstration project links together state of the art instructional practice at the secondary level along with improved career development and job training strategies. It proposes to improve linkages and coordination strategies among Kent State University, local education agencies, and joint vocational schools.

Method: The project will: develop and implement training of 90 high school teachers and postsecondary faculty in content enhancement strategies and life-centered education; develop and implement a transition/futures planning program for 90 students which emphasizes student and family involvement and a summer prep and academic year cooperative program that will provide postsecondary experiences; and develop, evaluate, and replicate the model, materials, manuals, and articles, by disseminating information on training methods and program features.

Products: This project will have a direct effect on transition services in Stark County, Ohio. The secondary and postsecondary institutions involved in the project will become more effective in meeting the needs of students with learning disabilities and better able to use transition planning and career awareness activities to foster improved outcomes in employment and career choice for these students. By developing the collaborative enrichment program, education programs will increase their capacity to develop and deliver appropriate secondary and postsecondary educational and vocational services.

Grant Number: H324M980127

Accelerating Children's Competence in Early Reading and Literacy - Schoolwide Project (ACCEL-S)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project will develop, implement, and evaluate the effects of customized, school-wide intervention models on the reading achievement of students with learning disabilities in grades K-3 over a four-year period.

Method: The ACCEL-S (Accelerating Children's Competence in Early Reading and Literacy — Schoolwide) model recognizes the multiple contexts that influence learning and the necessary "fit" of each to the whole of reading achievement of the school. Four schools with high percentages of students receiving special education services will be involved in the project to address contextualized service delivery issues. In the first year, the schools will design and implement customized intervention models for kindergarten, and each subsequent year, a new grade will be added, culminating in a comprehensive K-3 model that will allow for an intensive longitudinal study. Over the four years, 64 teachers, 192 students with learning disabilities, and 128 average achieving students will participate in the program.

Products: Reading achievement will be measured longitudinally using various measures and the project will analyze corollary measures of teacher satisfaction and efficacy, family satisfaction and literacy priorities, school outcomes, and model costs to provide profiles of the efficacy of the multiple models. For replication and application of valid models, detailed procedures and materials will be produced and disseminated, including videotaped classroom applications of strategies, procedural manuals, and technical reports.

Grant Number: H324M980132

ECCSPLORe-IT

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The major goal of the Early Childhood Curriculum Support Predicting, Listening, Observing, and Recording—Integrating Technology (ECCSPLORe-IT) project is to develop, test, and disseminate a replicable math, science, and social studies curriculum that integrates technology. The target population is three to eight year old children with mild to severe disabilities, their families, and program staff. Based on the importance that technology applications have in addressing the educational needs of young children with disabilities and their families, the model will incorporate a wide range of interactive multimedia software applications along with off-computer materials and activities targeting science, math, and social studies concepts and skills young children need to acquire. Creating opportunities to use and to produce interactive software that emphasizes acquisition of rich conceptual knowledge of math, science, and social studies is a major focus of the model.

Method: This project is collaborative among four entities: Macomb Projects at Western Illinois University, and early childhood special education classrooms in Macomb, Beardstown, and Rushville, Illinois. During the first year, the demonstration site will be in Macomb, followed in the second year by Beardstown and the third by Rushville. Demonstration site personnel will receive training on technology applications centering on math, science, and social studies skills and use of adaptive peripheral devices during two 2 1/2-day workshops. Additional training, support, and technical assistance will be provided by phone, a World Wide Web site, and in person. Curriculum activities will be demonstrated by project staff during weekly visits made to each demonstration site in the site's first year of participation. Later, project staff will observe site staff implementing the model and assuming increasing responsibility for model activities. Classroom activities will be videotaped for content analysis. Immediate feedback will occur, along with scheduled data collection in the form of children's portfolios, developmental checklists, staff competencies, site satisfaction, family satisfaction evaluation, and other measures. Some activities will involve "Logo," a computer language that targets problem solving skills. A variety of innovative instructional strategies will be provided to families and staff at demonstration sites. The project's "Family to School Connection" activities will serve as a bridge between home and school.

Products: The anticipated number to benefit from this project is 320, including 159 children, 151 families, and 10 staff. Information about the model will be disseminated through staff development workshops, presentations at state and national conferences, journal articles, an interactive satellite broadcast, information posted to the Macomb projects page on the World Wide Web (www.mprojects.wiu.edu), and an ECCSPLORe-IT World Wide Web site.

Grant Number: H324M980146

Washington Assessment and Intervention Project for Students with Emotional Disturbance

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project will develop four comprehensive model demonstration sites in the state of Washington that meet the needs of children with or at risk of emotional disturbance. Structures and strategies will be developed to support school-based and community-based delivery systems that address national and state targets. The model will emphasize interagency collaboration, early intervention, and cultural sensitivity.

Method: School and classroom-based interventions will be used in elementary schools to decrease discipline problems, and community-based teams will be used to enhance the service delivery system for students with emotional disturbance and their families. Twenty students at risk of emotional disturbance and ten students with emotional disturbance will receive comprehensive assessments, curricula, and service to meet their educational, social, and emotional needs.

Products: Professionals involved will receive ongoing professional development, and families will be provided a menu of options for support and education to enhance their social support networks with other parents, to expand needed resources, and to support positive parenting skills. By the end of the four years, the four project schools are expected to be model program schools for dissemination of their approaches to schools in their region of the state.

Grant Number: H324M980154

Asian Family Collaboration Project: Facilitating Language Development in Young Children with Disabilities and Limited English Proficiency

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The Washington Research Institute will develop, implement, evaluate, and disseminate a model demonstration project to: 1) optimize the first and second language development of young children with disabilities who come from Asian backgrounds and are limited in English proficiency, and 2) enhance the ability of parents and staff to collaborate effectively in assisting the children. This population has increased significantly over the past ten years, and is greatly at risk for delayed language in both English and their first language.

Method: The project will accomplish the following nine goals: 1) develop, field test, and evaluate methods and materials which will enhance the ability of service delivery staff to facilitate language and emergent literacy development in children in a variety of placement settings; 2) provide staff with strategies and materials designed to allow them to share information with parents, enabling parents to use the strategies with their children in their first language; 3) develop videotapes of strategies in four Asian languages (Vietnamese, Cambodian, Korean, and Lao); 4) develop methods and materials regarding cultural sensitivity designed to increase staff ability to work successfully with parents of Asian minority backgrounds, and to develop comparable materials for parents, providing them with information about the culture of American schools and other settings; 5) develop methods for interpreter use in presenting materials to parents with limited English proficiency; 6) develop methods and materials to promote "training of trainers" for key staff; 7) collect short term and follow-up evaluation data that document the impact of the model with staff and parents; 8) collect short term and follow-up evaluation data on the first and second language development of target children; and 9) replicate and disseminate the model in a variety of settings.

Products: Through the use of direct training, training of trainers, distance learning, and videotape and materials distribution, the materials and procedures developed by this project will be used by hundreds of staff, who in turn, will transmit the information to many parents to assist their children more effectively. During the model development period, the project staff will work with approximately 35 staff members who will present the model to at least 70 parents. In year two, 50 staff members will present the model to at least 100 parents. In year three, 80 staff members will present the model to 160 parents. In year four, 100 staff members will be trained directly, and another 100 staff members will be trained through a distance learning pilot dissemination. These 200 staff members will impact an additional 400 parents.

Grant Number: H324M980173

First Words Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The First Words Project is a model demonstration project to develop, implement, evaluate, and replicate a system for the early identification of children with communication disorders and the provision of early intervention. This project consists of two components that aim to demonstrate the effectiveness of a transdisciplinary, interagency collaborative referral and evaluation process based on the Communication and Symbolic Behavior Scales (CSBS) model and to develop a family-guided menu of service options for infants, toddlers, and families.

Method: The "early identification component" will demonstrate the effectiveness of a referral and evaluation system for early identification of children at risk for developmental disabilities using multiple measures of communication and language development, based on collaboration with families and child care and health care facilities. Measures of prelinguistic parameters will be used to identify and follow children based on information gathered from a referral checklist distributed through health care and child care facilities, a caregiver questionnaire (CQ), and a behavior sample of the child and caregiver. During each year of this project, 40 children (ages 9-18 months) will be identified as at-risk for having a communication disability based on performance that falls more than 1 standard deviation below the mean on the CQ. The "early intervention component" will consist of a menu of service options: 1) family education and support services that may be preventative and include parent education group meetings in the community, parent education modules disseminated to families and service providers, resource and referral databases, and parent support and networking groups; 2) individualized, family-guided early intervention programs for children with developmental delays to be documented by an Individualized Family Service Plan (IFSP) and implemented in the child's natural environment at home or child care settings; and 3) referral systems, transition planning, and transition support. The project will enroll at least 20 families per year in this component to ensure a total of 80 families served over four years. The intervention will be individualized through a family-guided assessment of the communicative environment. Parents will be essential partners in the identification of specific concerns, intervention planning, and evaluation of outcomes. Social validation measures will assess the extent to which families find the intervention strategies acceptable and feasible and whether treatment effects are perceptible and valued by other parents and professionals. This project will demonstrate the short and intermediate effects of an early intervention program to prevent and ameliorate communication deficits and associated sequelae. During the first three years of the project, First Words will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and practitioners. During the fourth year, the project will be further refined and replicated in rural counties surrounding Leon.

Products: Results will reach practitioners through local, state, and national levels through inservice workshops, conference presentations, short courses, and the distribution of training materials. The "CSBS Checklist" will become public domain and will be made available to health care and day care practitioners through conference presentations, publications in interdisciplinary journals, and the Internet. A First Words Project World Wide Web home page will be established for dissemination of information on early identification and intervention. Training materials will be developed, including videotaped case examples, and written documentation will be designed for practitioners in diverse disciplines. For parents, the project will develop 10 parent education modules on topics considered high priority by families of young children with disabilities. These materials will utilize a format that will guide Family Facilitators in assisting other families to explore specific issues, such as communicating with professionals, the IFSP process, sibling issues, visiting preschool programs, etc. The modules will be developed for low literate consumers and will be ethnically and culturally sensitive. For researchers, proposals for presentations of evaluation results will be submitted to professional organizations with interest in special education and communicative disorders.

Grant Number: H324M980174

Research and Innovation in Natural Environments Project

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Ending Date: 9/30/02

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Purpose: This model demonstration project will develop a plan to provide inclusive early intervention services to children with special needs who are under the age of three years. The project will enable 110 infants and toddlers with special needs to receive extensive early intervention services in a natural environment, i.e., a private child care setting. The goals of this project are: 1) to measure the impact of this model through pre and post comparisons of child change and comparison of change to that of comparable participants in a previous segregated model; 2) to measure changes in family satisfaction; 3) to compare the cost of this model to that of a segregated model; and 4) to disseminate findings and materials that will enable others to replicate the model.

Method: Five features of this project include: 1) the early intervention services will be in a setting that was previously segregated; 2) the services provided are unusually intense: they are provided for a minimum of 5 hours and a maximum of 10.5 hours per day, year round; 3) the services provide high quality intervention, using a multidisciplinary team, and are provided to all children, therefore children with special needs will receive quality resources; 4) the families of the typically developing children pay full price for their child's services and they self-select the program; and 5) three large data sets, gathered previously, will permit cost-effectiveness research that extends beyond what is possible given the limited funding. The project's strategies are drawn from multiple theoretical perspectives, and they reflect a sensitivity and awareness of the cultural and demographic characteristics of the target audience. These strategies are clearly reflected in one commercially available curriculum, the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Curriculum for Birth to Three Years, Volume 2 (Cripe, Slentz, & Bricker, 1993), which will be used by the project staff. The sample for the intervention group will include three cohorts of 70 children, a majority of whom will have special needs. All children will be at least nine months of age at entry and will be 36 to 47 months at exit. The final subject population for the final evaluation questions related to the comparison of outcomes of children in the natural environment will be approximately 150 with a range from 145-160.

Products: The project staff plan to move this community program into a national model, evaluate it using advanced statistical tools, summarize and disseminate the findings, and prepare the model to be replicated by others in future years. Findings of this program will be disseminated through journals, conference presentations, task forces, policy meetings, and discussions with peers across the nation.

Grant Number: H324M980176

A Systems Approach to Paraprofessional Development and Support

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Beginning Date: 9/01/98
Ending Date: 8/31/02

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Purpose: The Institute on Community Integration at the University of Minnesota, in partnership with the Saint Paul Public Schools and the St. Cloud Community Schools, has developed a project that focuses on understanding and addressing the issues involved in the development of paraprofessionals who support students with disabilities in inclusive schools. This project addresses the content, process, and context components of paraprofessional development at the site-based and system-based levels.

Method: The project plans to: 1) refine a multi-level model of paraprofessional support and development; 2) pilot the model of paraprofessional support and development concurrently in an urban district (Saint Paul Public Schools) and an out-state district (St. Cloud Community Schools); 3) evaluate the effectiveness of the model from multiple perspectives: student, parent, instructional team members, and administrative (building and district); and 4) develop and disseminate findings (e.g. models, key learning and strategies, materials) to interested audiences locally, within Minnesota, and nationally.

Products: The Institute on Community Integration has an extensive local, regional, national, and international communications dissemination network that will support the types of dissemination activities appropriate for this project (e.g., monographs, policy briefs, newsletters, World Wide Web sites, and brochures). This network will be utilized extensively to target members of the following audiences: direct service staff, parents and families, administration, policy makers, potential trainees, and academic peers.

Grant Number: H324M980187

Layers of Intervention for Children with Reading Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project is a four-year model demonstration to provide successive layers of intervention to children with learning disabilities and other disabilities that interfere with reading acquisition during the primary years.

Method: The first intervention layer (grades 1-3) consists of enriched literacy instruction in special and general education classes. It builds phonological awareness, understanding of the alphabetic principle and application of these understandings to reading and writing words. The reading progress of the children in this layer will be monitored and children who do not respond well will receive layer 2 intervention, consisting of small group instruction that scaffolds student performance to increase participation levels and reading skills. Children who make minimal progress in this layer of intervention will receive Layer 3, individually designed tutorial instruction that uses the ongoing measures of reading progress to titrate instruction that proceeds from an individual child's understanding of the reading process. Over the course of the project, supported inservice will be provided to special and general education teachers, teaching assistants, and parents of children with disabilities in grades K-3.

Products: During its final two years, the project will identify the most effective strategies for each layer of intervention across each grade, and will prepare a manual that describes these strategies. Project personnel will collaborate with two school sites to institutionalize the measurement routines and interventions. The successes and pitfalls of this effort will be identified, the coordination among service providers and families will be described, and the resources needed and effective training procedures will be identified.

Grant Number: H324M980195

Life Transitions for Youth with Acquired Brain Injuries

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The Life Transitions project will work with four school districts along Colorado's front range region to develop, implement, evaluate, and disseminate a Life Transition Model which will provide identification, reentry, school supports, transition planning, and case management of youth with acquired brain injury (ABI). The project is an innovative, coordinated approach to providing special education and related services to secondary students with ABI.

Method: The activities of this project will include: 1) convene an Interagency Brain Injury Team (IBIT) including consumers; 2) develop and implement a screening tool for identification of students with mild/moderate

ABI; 3) assist schools, families, and students in transition planning and follow-up supports; 4) promote empowerment of students with ABI and their families to become self-advocates; 5) develop and implement a school-based intervention strategy including the reentry process; and 6) administer, disseminate, replicate, and evaluate the project in an effective manner.

Products: The Life Transitions Model will serve as a guide to school districts across the nation on identification, reentry, educational and support services, transition, and postsecondary supports for students with ABI. This comprehensive service delivery model will be easily disseminated and replicated through a Family Resource/Training Manual and a "Life Transitions Model" Manual which will describe a step-by-step process for creating a service delivery model that addresses the unique, but often overlooked, needs of students with ABI. These training and resource materials will be disseminated. Inservice training at other schools will also occur.

Grant Number: H324M980197

Project Open House: Systems Change to Support Early Childhood Inclusion

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: Project Open House will enhance developmental outcomes for young children with disabilities in community-based early childhood education (CBECE) settings through the provision of 1) formal training experiences for CBECE teachers and 2) support of a peer coaching model involving CBECE teachers and early childhood special education (ECSE) teachers employed by participating local education agencies (LEAs). The primary goals of this project are: 1) to support the successful inclusion of young children (aged three to six years) with disabilities in community-based child care homes or centers through educational reform efforts that include use of permanent substitute teachers used to release CBECE and ECSE teachers from classroom instruction to work together in a peer coaching relationship; 2) to develop and implement professional development opportunities that are designed to efficiently and effectively improve CBECE teachers' knowledge, skills, values, and attitudes related to early childhood inclusion; 3) to assess the impact of the project on participating children, families, teachers, and administrators using a range of outcome measures; 4) to support CBECE teachers' active participation on target children's individualized education program (IEP) teams; and 5) to develop and disseminate materials and procedures necessary to successfully replicate the model of educational reform and professional development with families, teachers, and administrators in six additional LEAs.

Method: The peer coaching process will focus on infusing validated intervention strategies and environmental modifications into CBECE settings. The project reflects an educational paradigm shift as LEAs extend educational services to community-based programs. There are four populations served by this project: 1) families of preschoolers with disabilities who are simultaneously enrolled in early childhood special education (ECSE) classrooms and center- or family-based early childhood settings such as child care or preschool programs; 2) target preschool children; 3) community-based early childhood (CBECE) teachers who care for and teach these children; and 4) ECSE teachers who also care for and teach these children. The model will be developed in an urban/suburban setting, with replication sites reflecting rural/suburban LEAs.

Products: The project will result in professional development opportunities for CBECE and ECSE teachers. Project staff will disseminate project results through presentations at national, regional and local conferences, mailings to interest groups, and the use of an electronic World Wide Web site.

Grant Number: H324M980207

Individualizing Inclusion in Child Care

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a model for individualizing inclusion in child care. The model has three components: 1) use of ecological congruence theory to plan child assessments, 2) use of operating principles related to implementing instruction, and 3) application of help-giving practices to the behavior of intervention teams.

Method: The project has three objectives: 1) develop, implement, evaluate, and disseminate a model that teachers and specialists can use to address Individualized Family Service Plan and Individualized Education Program goals in an individualized manner in ongoing and meaningful activities in full-day child care; 2) develop, field test, and disseminate an instrument to assess the quality of individualized inclusion in full-day child care; and 3) prepare materials and procedures for helping other child care providers to replicate the model and use the quality of inclusion instrument. The project will be implemented in the Frank Porter Graham Child Care Program and another community child care center. The participants will include young children from infancy through four years of age, parents of those children, persons with disabilities, and child care teachers and special services staff.

Products: The expected outcomes are: 1) a model that has been evaluated and can be replicated in other sites; 2) an instrument for evaluating the quality of inclusion efforts; 3) materials (manuals and videotapes) for training others to use the project model; and 4) written descriptions (chapters, articles, etc.) about the model's applications.

Grant Number: H324M980219

Project SUCCEED in Head Start

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This demonstration project combines the capacity and commitment of parents, Head Start staff, and formal and informal community resources to improve the life chances of young children who have or are at risk of emotional and behavioral problems.

Method: The program elements are framed within an ecological perspective, social learning theory, and a strengths-based approach which involves adaptation of proven curricula to help family members and Head Start staff to intervene effectively with children; use of the partners as curriculum reviewers, trainers, and coaches; an enhanced family support capacity; direct intervention with children; augmentation of existing Head Start transition to kindergarten; and expansion of community involvement in meeting the needs of young children and their families.

Products: Through the project family and staff will be trained to provide effective services to children with emotional and behavioral problems. Therapeutic care will be provided to children while parents attend the training. The cooperative communities created by the project will involve parents and personnel from local and state advocacy and government agencies to increase the capacity for service for children with mental health needs.

Grant Number: H324M980223

Strategies for Efficient & Effective Keiki (Child) Find (SEEK)

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: The Hawaii University Affiliated Program and state Department of Health (DOH) will develop, implement, and evaluate innovative Child Find strategies to address under-identification and under-referral of infants and toddlers with special needs. The goals of this project are: 1) to develop and demonstrate strategies to communicate to direct service providers the importance of, and indications for, early referral, and how to talk to parents about concerns; 2) to develop and demonstrate innovative strategies to raise direct service providers' awareness of eligibility, services, and referral pathways; 3) to evaluate the effectiveness of these strategies; and 4) to disseminate project findings and products.

Method: With families as partners, culturally sensitive strategies will be developed based on the 1997 Evaluation of Part H Child Find in Hawaii (CFE97) data and recommendations, innovative strategies from other states, and focus groups of families and providers with Filipino ancestry. Strategies will be piloted and evaluated using CFE97 measurement strategies and baseline data. Strategies will be modified as necessary, implemented in six geographically diverse communities and assessed again.

Products: Three dissemination formats will be used: written reports of project process, findings, and materials available; oral/visual presentations to interest groups; and a World Wide Web page on the project.

Grant Number: H324M980229

Paraprofessional Support of Students with Disabilities in General Education

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project will address the development, implementation, and evaluation of a model for the effective use of paraprofessionals to support students with disabilities in general education classes.

Method: The model is based on a set of seven conceptual framework components (e.g., determining the need for a paraprofessional; orienting paraprofessionals to their job responsibilities; implementing and supervising instruction of paraprofessionals; evaluating the impact of paraprofessional support). The model includes 10 steps that can be used by teams of school personnel to operationalize and individualize the conceptual framework components, as well as statewide guidelines and standards for paraprofessionals, in ways that meet unique needs of schools. This approach provides a model that can be effectively replicated throughout Vermont and nationally. The design of the project calls for close collaboration among staff of the University Affiliated Program of Vermont, the Vermont Department of Education, a statewide Paraprofessional Task Force, and personnel in model demonstration schools across the age span from preschool through high school. Development and refinement of the model will occur during the first two years of the project at the model demonstration sites, followed by phased-in statewide implementation in the project's third and fourth years. Evaluation data collected at model demonstration sites will be used to improve the model and will be disseminated nationally in a variety of formats.

Products: Culminating activities would include an overall analysis and synthesis of the data collected based on both the model demonstration sites and statewide implementation. This data would be reported and used to update the state guidelines, processes, and materials to reflect what has been learned. Project findings will be summarized into a manual that would allow replication. Information will be disseminated statewide in Vermont and sent for national dissemination through the ERIC Clearinghouse.

Grant Number: H324M980232

Creating Partnerships between Pediatricians and Early Interventionists for Child Find: PEDI-Link

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The purpose of the PEDI-Link model is to: 1) positively impact statewide child find efforts for infants and toddlers (birth to three); 2) enhance the capacity of pediatricians and family practitioners to participate in statewide child find efforts; and 3) strengthen the partnership among pediatricians, family practitioners, and early interventionists relative to the identification and referral of young children (birth to three) at risk for or with identified disabilities.

Method: The project aims to: 1) increase the number of infants and toddlers who are identified and linked to appropriate services; 2) establish a partnership among pediatricians, family practitioners, and early interventionists; 3) design, implement, evaluate, and disseminate training materials for pediatricians relative to child find and referral for services; 4) design, implement, evaluate, and disseminate training materials to prepare early interventionists to assume the roles and responsibilities of the PEDI-Link Liaison developed during field-testing and replication phases of the PEDI-Link model; and 5) build the capacity of the state to establish and institutionalize a statewide partnership among pediatricians, family practitioners, and early interventionists relative to the implementation of quality child find activities.

Products: This project has two dissemination objectives: 1) to disseminate information throughout the country describing the need for and effectiveness of partnerships between pediatric practitioners and early interventionists for child find; and 2) to disseminate project activities and materials so that the PEDI-Link model can be replicated throughout the country. The project will disseminate a variety of information products, including brochures, presentations, newsletters, and journal articles, depending on the target audience. The target audiences include parents/families, early intervention professionals, pediatricians, family practitioners, medical residents, and schools of medicine. Project staff will: 1) publish a brochure describing the project for dissemination nationally through the National Early Childhood Technical Assistance System (NEC*TAS); 2) make presentations at national conferences (e.g., Zero to Three, Division for Early Childhood); 3) prepare publications for appropriate journals (e.g., Journal of Pediatrics, Topics in Early Childhood Special Education, Infants and Young Children); and 4) disseminate information through a PEDI-Link World Wide Web site which will be established and updated bimonthly.

Grant Number: H324M980245

Teaching Orientation and Mobility Skills to Deaf Blind Children Using Computer Generated Simulated Sound Environments

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This project will create, implement, and evaluate a series of computer-simulated, three-dimensional sound environments that will have special features built in to teach orientation and mobility (O&M) skills to children who are deaf and blind. This population of children, who have severe visual impairment (light perception only or totally blind) with a concomitant hearing loss which is moderate to severe, presents unique O&M training problems that are sometimes the most difficult in the field of special education. O&M training in real-world situations is time consuming, sometimes risky, and limited to the number of environments available to the student and the O&M training specialist. Training complex sensory-motor skills can be done effectively and safely in computer-simulated environments which are 1) unlimited in terms of the different types of training simulations that can be created for the learners, 2) safe, 3) cost-effective, and 4) provide learners with repeated guided and unguided practice. Simulated environments can also accent specific sensory information while diminishing perhaps confusing background information, until the learner knows what to "listen for". Then the computer can slowly change the signal to noise ratio until the simulated situation matches the real world situation on which it is modeled.

Method: In the first twelve months, the project staff will create an instructional tool for teaching O&M skills to blind children using computer-generated, three-dimensional sound environments modeled after the real world. The prototype system will be developed at the Oregon Research Institute in Eugene, Oregon, and tested using blind volunteers. At the beginning of the second year, the system will be exported to the Oregon School for the Blind in Salem, Oregon, which serves blind and deaf-blind students. The project staff will also create at least two additional acoustical worlds. In the third year, the project staff will shift its focus and begin working with students who are deaf and blind and modifying the material as needed to accommodate the concomitant hearing loss. Staff will begin creating the documentation necessary for exporting the training model to three outlying schools. In the fourth year, the staff will export the training model to at least five schools providing O&M training programs for deaf-blind students. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment.

Products: A manual for implementing the strategies found to be effective will be written, with special emphasis on guidelines for implementing the program in public schools. All written products will be made available on the Internet through the project's World Wide Web page. Articles will be submitted to professional publications for both scholarly and practitioner-oriented audiences in a number of relevant areas: 1) technology-oriented publications; 2) content-area publications; 3) special education publications; and 4) publications focusing on blind individuals. Project staff will present at state, regional, and national conferences.

Grant Number: H324M980250

Maximizing Opportunities by Demonstrating Effective Learning (Project MODEL)

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Ending Date: 9/30/02

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Purpose: The Flint Hills Special Education Cooperative has developed a model for systemic school reform with innovative strategies, supports, and services for implementing inclusive school practices. A broad-based leadership team composed of educators, persons with disabilities and parents of children with disabilities, university staff, and business/community representatives has developed the objectives and plan of operation for Project MODEL. These objectives include: 1) to establish and implement systemic reform to improve academic performance and results for students in inclusive settings; 2) to design and implement a unified strategy for reform to streamline supports and services for students in inclusive settings; 3) to collect and analyze process and outcome data for program improvement and to document innovative strategies, effective practices, and success in accomplishing project goals; and 4) to develop, document, and disseminate materials and information about the project.

Method: The multi-focused activities to support these four objectives involve: 1) the coordination of federal, state, and local supplemental funds; 2) the development of unique curricula and CD-ROM instructional modules; 3) the development of a comprehensive intervention services system that is headed by a Response Leadership Team; 4) the design of an array of inclusive school practices; 5) the alignment of curriculum/instruction/assessment with state and local standards; 6) the active involvement of students with disabilities and their families in the development of individualized education programs and in other home/school/community partnerships; and 7) the preparation of staff through learner-centered professional development focused through Individual Development Plans.

Products: As a result of participation in Project MODEL, the expected outcomes for students include increased performance on standards, portfolios of accomplishments demonstrating proficiencies, increased accountability for individual learning, and greater participation in inclusive settings by students with disabilities. Dissemination of the results of Project MODEL will occur through local, regional, state, and national dissemination networks by using technology-based and print-based media.

Grant Number: H324M980258

Strategies for Active Inclusion

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The purpose of Strategies for Active Inclusion (SAI) is to demonstrate a model to increase active participation by students in grades 4 to 12 in inclusive, natural environment school settings for children with developmental disabilities. The decision process used is applicable to all inclusive educational, home, and community settings for children 8 to 21 years who experience barriers to active participation due to motor and sensory (low incidence) disabilities. Emphasis will be placed upon working with schools having a high proportion of students from minority settings.

Method: SAI will focus on implementing an interdisciplinary team in a problem-solving decision process to increase active participation by students with multiple disabilities. Particular emphasis will be placed upon analysis of student performance to develop developmentally appropriate, functional objectives for students with multiple disabilities whose active participation will be facilitated with the use of assistive technology. SAI will work with interdisciplinary teams from Colorado school districts that have minority children with low incidence disabilities enrolled. Teams will include administrators, teachers, related service personnel, and parents. Intervention services include presentations of core content, on-site intervention activities, and technical assistance in application of core content, continuing education credits, and independent evaluation of project.

Products: A number of individual products will be field tested and disseminated: 1) documentation of SAI's assessment and individual program planning approach to address barriers to inclusion, including barriers to the use of assistive technology, for learners with physical and/or sensory disabilities; 2) a detailed syllabus that will combine both didactic and hands-on training techniques, print, slide, as well as video materials to be used in teaching the model; 3) and written and video case studies illustrating the impact implementing procedures to increase learners' participation. Information and training will be disseminated through presentations of project products and results at state and national conferences, a World Wide Web site, etc. The project has the capacity through the Colorado Assistive Technology Project to produce all SAI products in alternate print formats and video products with captioning.

Grant Number: H324M980268

The High School High Skill Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The project will develop a model of secondary services for teaching students with disabilities the academic, occupational, and other transition skills necessary to gain access to high-skill jobs in the community. It will be implemented in the general education structure of the local school district's two high schools, using a recognized school-to-work transition program for youth with disabilities and integrated curricula for teaching academic and occupational skills within content area vocational and academic classes.

Method: The project will develop strategies for incorporating the district's Individualized Education Program transition planning process into the career planning process used to help all students plan their course of study in high school, for implementing integrated academic and occupational curricula within the general structure of the business and management occupational cluster, and for connecting the instruction that occurs in school to the overall transition needs of students through systematic, cumulative community-based learning experiences. The strategies used by the project are designed to meet the needs of students with and without disabilities.

Products: A total of 180 students each year will be served by the project (60 students with disabilities, 60 identified as at-risk, and 60 typical students without disabilities). The number of students with disabilities served by this project represents a 150% increase in the number of youth who will be accessing business-related academic and occupational classes.

Grant Number: H324M990001

A Model of Communication, Instructional Method, and Achievement for Teaching Deaf Students

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Beginning Date: 8/16/99
Ending Date: 8/15/03

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Purpose: The purpose of this study is to develop a model of communication that will help teachers who use signs to monitor the effects of their method of communication on how their deaf students learn.

Method: The model will be based on extensive observations of teacher-student interactions over a two-year period, including instructions in different subject matter and with teachers using American Sign Language (ASL), English-based signing, or some combination of ASL and English in what has come to be called contact signing. Certified teachers of the deaf selected for study will be exemplary teachers, have proficient signing skills as evidenced by performance on the Signed Communication Proficiency Interview, have a minimum of five years of teaching experience, and teach in a self-contained classroom or a school for deaf children. The model will be field tested with this group of teachers during Years 1 & 2, then evaluated with a different set of teachers who use signing for instructional purposes in Years 3 & 4.

Products: The model of communication developed by this project will impact the field by providing a theoretical foundation for classroom communication involving signing that is derived from direct observations of teachers and student interacting during instruction, and by providing practitioners with a means of monitoring and assessing the impact of their communication on their instructional effectiveness.

Grant Number: H324M990010

DO-IT CAREERS/K-12 (Careers, Academics, Research, Experiential Education, and Skills)

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: "DO-IT CAREERS/K-12" will increase the participation of K-12 students with disabilities in work-based learning experiences.

Method: Over the course of this four-year project, the project staff will serve 150 middle and high school students with disabilities; 150 parents of students with disabilities; 400 staff from school-to-work, special education, and career services organizations; and 100 potential employers to increase knowledge and skills related to work-based learning opportunities, self-advocacy, job-search strategies, technology, accommodation strategies, legal issues, and resources.

Products: Nation-wide dissemination efforts to conferences and publications will be extensive. Ultimately, the work of the DO-IT CAREERS/K-12 project will help to increase the opportunities for people with disabilities to gain meaningful employment.

Grant Number: H324M990015

Using Cueing Strategies and Behavior State Analysis to Increase Alertness and Responsiveness among Infants with Severe Cognitive and Multiple Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
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Purpose: This study will increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. These findings will provide the basis for interventions that use communication cueing strategies that best fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

Method: The cueing strategies will be taught to parents, caregivers, and direct service personnel using a variety of approaches—for example, use of videotapes, an individualized gestural dictionary, and group problem solving. Participants will include 25 infants and young children with the most severe types of motor, sensory, and cognitive impairments and delays. The project will be a cooperative effort involving the University of Kansas, Rockhurst College, Children's Mercy Hospital, medical and health-related services, and early intervention educators. The method will include a variety of measures, designs (e.g., cohort comparisons), and statistical analyses. Cohort comparisons will be possible by using longitudinal data from 34 infants with severe disabilities who do not receive the interventions.

Products: The project will produce a training package that contains assessment and intervention procedures for using communication cueing strategies to increase levels of alertness and responsiveness.

Grant Number: H324M990017

School-to-Work Transition for Students with Disabilities in a Rural Setting: Utilization of a Coordinated Support Network Which Is Directed by a Community Rehabilitation Provider

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Beginning Date: 8/01/99
Ending Date: 7/31/03

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Purpose: This joint project by CWI and the Murray Center is a comprehensive and responsible transition demonstration and evaluation proposal to move secondary students with special needs through school to work, life, and other appropriate adult outcomes. Responsible transition, as defined by this project, combines the skills necessary for classroom success with those needed for vocational/employment success to allow the student to achieve appropriate individual functional independence.

Method: The project will create a transition team composed of project staff, teachers at target schools, parents, administrators, and students, whose goal will be to establish transition goals and processes to best serve the student. A major part of the project is a solid base of research that addresses factors that influence student success. This research approach will allow a full data set for the longitudinal analysis best suited to the transition from school to work and adult life.

Products: The project will work to develop: improved vocational and clinical instruments for assessment and evaluation; an improved capacity for the self-sufficiency of program activities after the completion of the model demonstration project (e.g., interagency training); dissemination of best practices information and evaluation findings to organizations capable of providing a full range of quality transition services; and operations and programs with quality assurance protocols that advance research in transitioning students with disabilities to higher grades, employment after school, or post-secondary schooling.

Grant Number: H324M990026

Development of Social Competence in Young Children with Emotional and Behavior Problems

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will create a model to expand services and improve outcomes for young children at risk for serious emotional disturbance. This will be accomplished through the development, implementation, evaluation, and dissemination of a community-based, family-centered model of early identification and intervention for young children with emotional and behavioral problems (EBP).

Method: The demonstration project will identify children ages three and four and will provide intervention to include community, school, and family involvement in an approach that integrates behavior support plans, social skills training, parent management training, and on-going support to ensure maintenance.

Products: The project will develop a community-based, family-focused model of early identification and intervention for young children with or at-risk of EBP. It will implement the model at selected Head Start sites; evaluate the model using multiple outcome measures to determine the effectiveness of its components; develop procedures and materials for replication; and disseminate project findings at the state, local, and national levels.

Grant Number: H324M990032

Project CITES: Collaborative Integration Teams for Educating Students

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Beginning Date: 8/01/99
Ending Date: 7/31/03

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Purpose: This project integrates five critical educational components into a model for improving on and further developing strategies for serving students with high-incidence disabilities in inclusive secondary content classes. It proposes the improvement of a collaborative team approach where preservice and inservice teachers and administrators work together with parents, community members, and university personnel to receive and implement a model for serving students in content areas in middle and high schools.

Method: The project will establish a collaborative training and instructional team that includes inservice and preservice special and general education teachers and administrators, as well as university personnel. There will be auxiliary participation by parents, students, and community members. Content will be delivered interactively and include adaptation of the curriculum and best practices. The model will be continuously improved through student performance information feedback and classroom observations.

Products: This model will help move research into practice in a systematic, sustainable, and replicable manner, based on the establishment of collaborative teams, the opportunity for all stakeholders to provide input and to reflect on the model, modification of the curriculum around knowledge forms, a feedback loop to monitor student performance and instructional effectiveness, and a mechanism to disseminate findings and model parameters in various ways to provide a support network as professionals move from preservice to inservice.

Grant Number: H324M990035

Innovative Model of Problem-Solving Assessment and Collaborative Teams (Project IMPACT)

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Beginning Date: 8/15/99
Ending Date: 8/14/03

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Purpose: This project was designed to address the need for a problem-solving model of special education service delivery that meets the needs of a large, urban school district with a large percentage of students living in poverty and the need for information on how to implement and sustain the model in such a large district. The Innovative Model of Problem-Solving Assessment and Collaborative Teams (IMPACT) will enhance, implement, and evaluate the model and create and disseminate information and tools that states and districts can use to implement and evaluate similar models.

Method: IMPACT will work in collaboration with Milwaukee Public School District staff to implement and evaluate the model. This partnership will allow the district to significantly enhance the services school psychologists and consulting teachers provide to regular and special education teachers, parents, and students. A large component of IMPACT is evaluating how well the model serves the needs of an urban district. A multiple baseline design implementation process is proposed to document the causes of hypothesized changes, and a combination of qualitative and quantitative data analytic techniques will be employed. IMPACT will build capacity within the district to ensure that the model will continue to have a positive impact on the results of services that students receive in regular and special education.

Products: The project will create and institute a functional system of service delivery that permits accurate and efficient identification, intervention planning, and progress monitoring strategies for urban children. This problem-solving system of service delivery is expected to improve the knowledge base of related services and diagnostic personnel (school psychologists and consulting teachers), teachers, and parents, which should, in turn, help them modify the ecology-of-learning environments in ways that produce improved academic and behavioral results for culturally diverse urban children.

Grant Number: H324M990037

Choice Making for Elementary Students

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: The purpose of ChoiceMaking for Elementary Students is to develop an effective elementary-age version of the curriculum and lesson packages. Educators, parents, and students with disabilities will be involved in the development process.

Method: The lessons will be based on the ChoiceMaker Curriculum concepts: 1) choosing goals — students identify their interests, skills, and limits in various school and life areas, then use them to choose their goals; 2) expressing goals — students participate in their IEP meetings or school parent-teacher conferences to develop ownership of their goals and education; and 3) taking action — students learn methods to attain their IEP and other goals. Lessons will be written for use in inclusive settings, with adaptations to meet the needs of students with more severe cognitive or affective needs.

Products: The final curriculum will consist of detailed modules and materials that can be used in elementary schools across the country. It will be field-tested in urban, rural, and suburban schools with students from diverse backgrounds and in a variety of settings. Input from people in these varied settings will contribute to the lessons' versatility and usefulness in a wide variety of schools or organizations that provide services to elementary students.

Grant Number: H324M990044

Establishing a Foundation for Self-Determination in Young Children with Multiple Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goal of this project is to develop classroom-wide instructional approaches that will establish the foundations for self-determination in young children with low-incidence disabilities.

Method: Two sets of materials that describe how to teach functional communication skills and mastery of the physical environment to children with low-incidence disabilities in regular classroom activities have been developed. These materials show the teacher how to assess the communicative and cognitive skills of the nonverbal child and how to evaluate the degree to which specific classroom activities encourage or discourage the development of these skills. The project will take these two sets of materials and integrate them in demonstration and replication phases in classrooms that include nonverbal children with low-incidence disabilities (pervasive developmental disorders, deaf-blindness, and multiple disabilities). The goal will be to demonstrate how teachers may provide opportunities for children to develop new communicative and cognitive skills across the entire spectrum of everyday classroom activities. The project will be conducted in regular public schools in Oregon.

Products: Final products will include print and video materials designed to show teachers how to assess their students, how to weave opportunities for their students to master the social and physical environments into all activities, and how to evaluate the success of their classrooms in promoting self-determination.

Grant Number: H324M990052

Promoting a Self-Directed Future for All Students

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Beginning Date: 8/01/99
Ending Date: 7/31/02

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Purpose: The project has developed an instructional model for addressing the issue of how to promote self-directed transition planning for adolescents with and without disabilities. The purpose of this project is to demonstrate, evaluate, document, and disseminate components available and supported within the instructional model but not yet widely practiced and thoroughly evaluated.

Method: The focus of this project is on delivering the instructional model within two types of inclusive settings: one involving younger secondary students, and the other involving older secondary students. The settings are designed and implemented by collaborative teams consisting of general and special education teachers, parents/advocates, and students. The project will conduct the model demonstration activities and extensive evaluation of these components in Ohio across three project years. The implementation of this project will be accomplished through a close collaboration between staff at the University of Oregon, where the program was developed, and Ohio State University, where coordination of classroom and dissemination activities will occur with other implementers in Ohio.

Products: User guides will be developed and disseminated and the results of this project will offer substantial guidance for sites in other locations to replicate the model.

Grant Number: H324M990060

BRAIN STARS (Brain Injury: Strategies for Teachers and Re-Education for Students)

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Beginning Date: 5/01/99
Ending Date: 4/30/03

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Purpose: BRAIN STARS is a comprehensive consultation, education, and service delivery program designed to meet the needs of children who have sustained traumatic brain injury (TBI). The BRAIN STARS problem-solving curriculum, a group treatment program for children and adolescents, is designed to develop the child's ability to solve problems more effectively and to provide a supportive environment for increasing prosocial coping skills. The program includes three key elements: 1) the development and publication of a manual to educate and guide parents and teachers regarding positive psychoeducational approaches to traumatic brain injury; 2) a cognitive retraining group curriculum focused on teaching problem-solving strategies in a supportive social context; and 3) dissemination of training materials to school personnel to be used in educating their TBI team specialists.

Method: The BRAIN STARS program will be implemented in five school districts, with target impact on 150 families and 200 school personnel during the four years. Formative and summative program evaluation procedures will improve the quality of the program as it is being implemented and assess the impact of the program upon its completion. This collaborative model brings together parents, key school personnel, and an interdisciplinary rehabilitation team of brain injury specialists providing consultation, education, and support to the key people involved in the child's re-entry to school.

Products: The BRAIN STARS manual will offer a thorough explication of behavioral and academic problems characteristic of children post-TBI and provide functional, practical interventions and specific curricular modifications targeted at these deficits. The manual will be geared specifically toward preparing teachers and parents to work together to develop useful, realistic, and effective classroom interventions.

Grant Number: H324M990064

CC EPIC (Cross Cultural Education Program in Indian/Deaf Culture)

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Beginning Date: 7/01/99
Ending Date: 6/30/03

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Purpose: This demonstration project will address the need for a validated model for teaching students with disabilities about cultural diversity by supporting the refinement and replication of the EPIC model developed by the North Dakota Center for Persons with Disabilities. This project will support further development and testing of a model that: 1) provides opportunities for students with disabilities, who are members of minority cultures, to learn about their cultural heritage; 2) enables minority children who are not Deaf to learn about Deaf culture and American Sign Language (ASL); 3) provides an experiential model in which students in an inclusive setting can learn about different cultures; and 4) provides motivation and confidence-building opportunities for students with disabilities.

Method: The project staff will work to demonstrate the efficacy, replicability, and sustainability of the EPIC Model. This model uses five steps: 1) develop a culturally relevant script for a theatrical production; 2) develop supporting materials for conducting workshops with elementary school children that run in conjunction with the theatrical production; 3) conduct a summer theatrical program to teach minority students with disabilities how to present the theatrical production and how to conduct the workshops in elementary schools; 4) deliver the production and workshops during the academic year; and 5) gather and use follow-up data to refine the production and workshop.

Products: This model, replicated within other minority cultures, can function as a tool to combat intolerance and teach respect for diversity.

Grant Number: H324M990066

Project CALL: Contextualized Approach to Language and Literacy

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project will provide a model for assisting family members, teachers, teachers' aides, and speech-language pathologists (SLPs) in meeting the language and literacy needs of preschool children in culturally and linguistically diverse, inclusive, Head Start classrooms. By emphasizing scripted play activities within the context of book reading, children will be supported in making the transition to literacy.

Method: Through a three-phase process of reading, telling, and guiding the re-enactment of stories, family members, teachers, teachers' aides, and SLPs will work collaboratively to implement a variety of instructional strategies, and to achieve interrelated goals in the areas of language, literacy, and cognition. Both regular and special needs preschool children enrolled in Head Start classrooms at three different sites in southern Rhode Island will participate in Project CALL instruction. In year one, two classrooms will receive CALL instruction. In year two, four classrooms will participate, and in the final year, six classrooms will receive Project CALL instruction. The effectiveness of this model will be evaluated in four ways: a quasi-experimental between-group comparison; an analysis of individualized goal attainments; a qualitative analysis of classroom interaction; and a follow-up component which tracks the progress of these Head Start children into kindergarten and first grade.

Products: A total of 108 preschoolers will take part in this project. Over the life of the project, eight teachers, ten teacher assistants, six coordinators from Head Start, four project staff with training in speech-language pathology from the University of Rhode Island, and parents of the Head Start children will participate in implementing Project CALL.

Grant Number: H324M990078

CBCN Project: Computer-Based Collaborative Notetaking (CBCN) for Postsecondary Students Who Are Deaf or Hard of Hearing

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Beginning Date: 5/01/99
Ending Date: 4/30/03

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Purpose: This four-year model demonstration project will implement, evaluate, and disseminate an innovative approach for enhancing the academic success of postsecondary students who are deaf or hard of hearing. The CBCN Project has four objectives: 1) to increase the number of deaf and hard-of-hearing students who enter postsecondary programs; 2) to increase the academic achievement, retention, and successful completion rates of these students by providing computer-based collaborative notetaking (CBCN) as an academic support service; 3) to increase the number of two-year postsecondary institutions offering CBCN as a cost-effective, academic support service; and 4) to increase the number of students who are deaf or hard of hearing who successfully transition from two-year postsecondary programs either to four-year educational institutions or to vocational employment due to success with computer-based collaborative notetaking (CBCN).

Method: The CBCN Project will be implemented within an outcome measurement system providing for systematic evaluation of project outputs (accomplishment of project activities) and project outcomes (achievement of project objectives). The system provides ongoing, reliable information about project management and project impact for both formative and summative evaluation goals. Advantages of the CBCN system include the student's ability to take notes simultaneously with a notetaker-partner, interact with the notetaker for clarification, and leave the class with sets of electronic notes for studying later.

Products: A replication package will be created and used to extend the model to two-year postsecondary institutions in other western states and across the United States.

Grant Number: H324M990080

Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the prerequisite knowledge and skills in collaborative consultation to promote the successful inclusion of infants and toddlers with disabilities in natural settings.

Method: The project will: 1) identify recommended practices or "benchmarks" for successful inclusion through a process of national field-validation; 2) develop a model of training in collaborative consultation skills for successful inclusion; 3) implement the model of training for family members, early intervention providers, infant/toddler caregivers, and teachers to support the successful inclusion of young children with disabilities; and 4) coordinate and promote support for the model among state and local level planners, family members, providers, and advocates. The project will develop a curriculum and supporting materials for training in collaborative consultation based on "Benchmarks of Inclusion." The model will be field-tested and evaluated in a two-city, two-county area of Virginia's Tidewater region in year two and expanded to the remainder of the Tidewater region during years three and four.

Products: The project will result in a replicable model of training in collaborative consultation for family members, early intervention providers, infant/toddler caregivers, and teachers that meets a national priority to include and serve infants and toddlers with disabilities in natural settings.

Grant Number: H324M990085

Project Disability Bullet: A Peer-Mentor Disability and Violence Training Model

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Beginning Date: 5/01/99
Ending Date: 4/30/03

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Purpose: This four-year model addresses the need to reintegrate into the community an increasing population of individuals disabled as a result of violence. It will promote the training of peer-mentors as the bridge between medical rehabilitation and the objectives of education, employment, independent living, self advocacy, and physical fitness.

Method: The overall objectives of this program are to develop, implement, and disseminate a peer-mentor curriculum and model. A manual will be produced to address self-advocacy skills, education and employment counseling, independent living, and physical fitness. Two culturally sensitive video programs will be produced that offer solutions to the challenges of community integration. During the second year, a cohort of four peer-mentors will be trained and a peer-mentoring model will be implemented at two sites. During the third year, a second cohort of four peer-mentors will be trained and the model will be implemented in an additional two sites. The fourth year will be devoted to maintaining and improving the quality of the services delivered by the peer-mentors in the four sites and nationwide dissemination and replication of the program.

Products: The program will produce a culturally sensitive curriculum, including a manual and video programs, that addresses the needs of the population of individuals who were disabled as a result of street violence, and it will train eight peer-mentors. Dissemination and replication of the program will make the curriculum and information about model implementation widely available.

Grant Number: H324M990095

Project REC Model and Transition: REC (Recreation and Education in the Community) Model Demonstration

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Beginning Date: 10/01/99
Ending Date: 9/03/03

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Purpose: Project REC (Recreation and Education in the Community) at the Institute for Community Inclusion (ICI) at Boston Children's Hospital and the Federation for Children with Special Needs have realized the need to develop a support network of trained professionals and community members who are able to promote the successful transition of youth with disabilities from school to adult life where social well-being and recreation are concerned.

Method: This project will develop the capacity of five Massachusetts school districts to adopt and demonstrate the REC Model with transition-aged students and it will assist 150 students (ages 14-22), from a wide range of cultures and disabilities, to identify and pursue social, recreation, and leadership roles that are available to the general population. The project will train a minimum of 500 parents (emphasizing outreach to parents of diverse cultures), 100 students without disabilities, and 100 recreation and education professionals (e.g., community college personnel) on incorporating recreation social issues into transitional planning. The project will also collaborate with the Department of Education and the Massachusetts Partnership for Transition Coordinating Council to ensure that recreation and social issues are included in all statewide efforts on a policy and local level.

Products: Products will include Internet resources, self-instructed materials, and a CD ROM and will provide information on changing recreation and social needs of all students moving from school to adult life, including the "how-to's" of including recreation in transitional planning with an emphasis on student choice, self-determination, friendship building, and leadership skills. The project will disseminate model materials nationally via the ICI World Wide Web site and University Affiliated Program networks, mailings, newsletters, and professional organizations.

Grant Number: H324M000016

Strategies for Promoting School to Work Transition for Students with Emotional/Behavioral Disorders

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Beginning Date: 5/01/00
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Purpose: This project will provide students with emotional and/or behavioral disorders the educational and vocational opportunities to enable them to achieve the skills needed for a smooth and successful transition into the work force.

Method: The project will establish a collaborative model including school-based learning and supported work experiences, based on identified student interests, to promote successful transition outcomes. The project incorporates three core elements noted in the School-to-Work Opportunities Act of 1994: 1) school-based learning; 2) work-based learning; and 3) connecting activities. School-based learning will consist of a transition curriculum that addresses career awareness, career interests and exploration, the development of work habits, work attitudes, and related independent living skills. Work-based learning experiences will be developed with students in cooperation with community businesses.

Products: The project will serve a total of 30 students phased in over a four-year period. Students in the first three years will be selected from a day treatment/special education setting, while students in the fourth year will be chosen from a residential treatment facility. A primary outcome to determine project effectiveness is the number of students who secure employment as a result of their participation in the project.

Grant Number: H324M000025

All Children Can Experience School Success (ACCESS)

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This project will: 1) develop and implement a model of training to ensure that general educators have the knowledge and confidence needed to successfully include children with disabilities in regular education settings, kindergarten through grade three (K-3); 2) field test and evaluate the model of training in local education agencies (LEAs) in southeastern Virginia; 3) coordinate project activities with the state educational agency (SEA) and LEAs, and foster collaboration among families, K-3 general and special educators, and related personnel; and 4) make the All Children Can Experience School Success (ACCESS) model available through local, statewide, and national dissemination.

Method: The project will develop a curriculum and supporting materials, building on a prototype used by over 3,300 child care providers and early childhood educators in over 60 communities in thirteen states. The six-unit ACCESS curriculum will include information on: the legal and theoretical bases of inclusion, including the benefits and philosophy of inclusive education; disability awareness; building relationships with families; including children with disabilities in the K-3 classroom; public education and related services for children with disabilities; and planning for each new child with disabilities in the classroom. The curriculum will be developed with the help of an advisory planning group including school administrators, families, general and special educators, special education advisory committee members, school board members, and a special educator with a disability who will serve as a consultant for the project. Parents of children with disabilities have been and will be involved in all phases of model development.

Products: ACCESS training will be provided to 375 general educators who will successfully include approximately 1,500 children with individualized education programs (IEPs) in regular education classrooms. The project will result in a replicable model that meets a national need for training educators to successfully include children with disabilities in grades K-3 regular education settings.

Grant Number: H324M000032

Using Alternate Assessment Outcomes to Improve Student Progress

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: In collaboration with the Charlotte Mecklenburg School system, the University of North Carolina at Charlotte proposes to develop a model for using alternate assessment outcomes to improve progress for students with moderate and severe disabilities. The need exists for a model to demonstrate how to use results of alternate assessments to benefit students, because 2000-2001 will be the first year when many school districts begin to review and disseminate alternative assessment results as called for by IDEA 97. The project will increase knowledge and understanding of educational accountability by determining how to use alternate assessment information for the benefit of students.

Method: The proposed model will include curriculum cross referencing, curriculum team planning, and linking formative evaluation (progress monitoring) with summative evaluation criteria (state standards). The model will be developed through a synthesis of research and best practice and validated with stakeholders. The project will build on existing strategies to improve progress for students with moderate and severe disabilities by linking these procedures to alternate assessment criteria (i.e., state standards). After an initial pilot year with five students, the model will be fully implemented with 20 students with moderate mental disabilities and autism, and then replicated with 20 more students with severe disabilities in the third year. In the third year, the model will also be replicated with five students in a small district. Evaluation of the model will be based on alternate assessment scores, direct student assessment, a curriculum-based assessment, and an IEP review. Teacher and parent evaluation will also be conducted.

Products: In addition to the benefits to the 50 children directly involved, their case studies will provide concrete guidelines for how to improve progress for students with moderate and severe disabilities based on alternate assessment outcomes. The model will be disseminated with written guidelines, case studies, a videotape, and a Web site. "Level of use" of the model within and across states will be used to determine the overall project's impact.

Grant Number: H324M000047

I CAN! Interactive Collaborative Autism Network: Online Modules for National Dissemination

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: This project is a collaborative effort among the State Departments of Education of Connecticut and Minnesota and the University of Kansas (KU) (with endorsement from the Kansas State Department of Education) to prepare teachers and other direct service professionals to educate children and youth with autism spectrum disorder (ASD), using a World Wide Web site as a means of supporting and facilitating training.

Method: The Interactive Collaborative Autism spectrum disorder Network (iCAN) will offer: 1) high-quality online training; 2) ongoing and responsive technical assistance; 3) direct access to information resources that can be downloaded for immediate "hands-on use; 4) links to other World Wide Web sites that support use of effective strategies with children and youth with ASD; and 5) links to research projects that offer scholarly information. This program will also create among professionals a hub for meaningful networking, collaboration, and sharing among users through the use of a listserv and a sharing of portfolios. Each partner has designed a team of individuals who will contribute content for the World Wide Web-based program and will support its use in the three states. In addition, each partner will sponsor an annual conference that will allow program participants to meet, exchange resources, and gain new information. Such training efforts will enable schools and agencies to better meet the demand for teachers, consultants, and related-service professionals. Recruitment and retention of individuals who are ethnically and culturally diverse and/or have exceptionalities are integral components of the project.

Products: At the end of the project, a series of online modules will exist that can be accessed nationwide by individuals interested in learning about ASD.

Grant Number: H324M000049

Collaboration and Family Involvement in Functional Assessment

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This model demonstration project is a collaboration with local and state educational agencies and family organizations to develop, implement, and evaluate a comprehensive approach for promoting family involvement in the schools' functional behavior assessment (FBA) and behavior support processes for students with developmental disabilities.

Method: The model will include: 1) a concentrated program of initial training for core school personnel and collaborating family representatives; 2) an ongoing district-wide awareness effort that will include informational workshops and written materials to inform teachers, families, and members of the community about FBA and positive behavioral support; 3) training of school personnel in a family collaborative model of FBA and positive behavior support; and 4) a systematic plan of facilitation designed to promote the involvement of family members as full team partners for the purpose of conducting a FBA, designing a behavior support plan, and implementing a program of positive behavior interventions and supports. The project was developed by a partnership of educators and family members. The Division of Applied Research and Educational Support (DARES) at the University of South Florida will work closely with participating school districts (including Pasco County Public Schools) and the Family Network on Disabilities (the state's Parent Training and Information Center).

Products: Each element of the model will be evaluated with multiple methods of data collection, and detailed facilitation guides, training materials, and other replication materials will be carefully field-tested, revised, and refined. Development and dissemination will be facilitated by the Florida Department of Education and several federally funded training and technical assistance centers in the areas of functional behavioral assessment and positive behavioral interventions.

Grant Number: H324M000051

Bridging the Gap: A Model Demonstration Project for Moving the DEC (Division of Early Childhood) Recommended Practices into Actual Practice for Young Children with Disabilities and Their Families

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Ending Date: 9/30/04

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Purpose: Research in the field of Early Intervention and Early Childhood Special Education (EI/ECSE) has documented effective practices for improving outcomes for young children with disabilities. However, the widespread adoption of these practices has been hampered by at least three major challenges: 1) a thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for stakeholders—families, practitioners, administrators, and personnel trainers/technical assistance providers; and 3) a model of administrative, training, and systems change strategies needed to implement and sustain high-quality services to children and families. The Division for Early Childhood (DEC) began addressing the first two challenges by using information from a review of the research literature and a series of focus groups of stakeholders to develop and validate a set of recommended practices and produce materials designed specifically for the four stakeholder groups. Bridging the Gap will address the third challenge to the adoption of recommended practices by developing a model for facilitating the sustained use of the identified practices through systems change and training procedures.

Method: The project will: 1) develop a model for facilitating the sustained and widespread use of recommended practices in early childhood programs; 2) implement the model with two sites in collaboration with systems change teams from the sites in order to build the programs' capacity to effectively implement the practices over time; and 3) evaluate the model, the materials, and the outcomes of the project on both a summative and formative basis using ongoing evaluation data to improve and revise the model.

Products: The project will disseminate information on the practices, the model, and outcome data through DEC and its partner organizations.

Grant Number: H324M000055

The Schoolwide Equity and Excellence Model (SEEM) School Demonstration Project

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: The effect of school reform efforts on improving the social and academic outcomes of students with disabilities is paramount. As school reform efforts are implemented it is necessary to know: 1) that the problem of overrepresentation of poor and diverse students in special education is resolved; and 2) how the use of accommodations, modifications, and adaptations enable students with disabilities to achieve state-adopted content and performance standards. The purpose of this project is to develop, field test, evaluate, and disseminate the Schoolwide Equity and Excellence Model (SEEM) approach, a newly piloted and validated comprehensive school reform model. This research-based model will improve schools' capacity to enable students who are poor, diverse, and receiving special education services to meet challenging local, state, and national standards.

Method: This model is the result of a collaborative partnership among staff and faculty from the University of Kansas' Schoolwide Equity and Excellence Model Center, Kansas State University's College of Education, and leaders in Topeka Public Schools and Emporia Public Schools. Rigorous field tests evaluating the efficacy of the SEEM School approach in five elementary schools within two Kansas school districts will be conducted during the life of the project.

Products: A rigorous data-driven program evaluation model will be used to determine the efficacy of the Schoolwide Equity and Excellence Model and to provide a blueprint for replication. Other schools will be able to replicate the SEEM School approach with compelling evidence that the opportunity for students with disabilities to achieve high standards is built into the design.

Grant Number: H324M000069

Community Connections: Promoting the Participation of Young Children with Disabilities in Community Settings

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: This model demonstration project will facilitate the participation of young children with disabilities in their communities. The objectives of this project are to: 1) create a task force of community leaders and families; 2) develop, implement, and coordinate information and awareness activities; 3) provide opportunities for networking and support; and 4) coordinate and provide training and technical assistance.

Method: The project will be implemented in Prince George's County, Maryland, a large, predominantly African-American suburban county bordering the District of Columbia. The project emphasizes the coordination of existing programs in Prince George's County. The community task force will consist of community providers and parent representatives who are interested in promoting community participation in Prince George's County. Its purpose will be to identify and promote linkages among families and key groups in the community. It will also provide input and advice to project staff in developing and implementing other components of the model. The networking and support component emphasizes building networks and developing linkages for both community participants and families. The training and technical assistance component will identify and coordinate existing training opportunities, develop training modules to address gaps, and provide training using a trainer of trainers' approach.

Products: Project tasks will be accomplished by conducting community forums, preparing and disseminating the "Community Connections Newsletter," developing linkages with families, and holding informal, family-to-family support gatherings. The information and awareness component of the model will : 1) establish and implement a public awareness plan; 2) create and administer a Community Connections World Wide Web site to provide information about community resources to families and providers; and 3) prepare and disseminate a "Community Resource Guide."

Grant Number: H324M000070

Maryland Transition Service Integration Project for Students with Severe Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: William Halloran
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Purpose: This service model will ensure that individuals with severe disabilities leave public school at the age of 22 fully included in their home communities with an integrated and individualized job at or above minimum wage, and with a stable system for long-term support of career expansion, recreation, postsecondary education, and community living services, authorized and in place prior to graduation.

Method: The project will adapt and expand an existing model developed originally in California to meet the unique requirements of the systems in the state of Maryland that provide support for the transition from school to adulthood for individuals with severe disabilities. The transition model will better integrate the resources, expertise, and responsibilities of the three systems responsible for transition: the local public schools, the Maryland Department of Rehabilitation Services, and the Maryland Developmental Disabilities Administration, at the point when these students age-out of public school. This model development and expansion effort will take place, initially, in Montgomery County, Maryland, and extend to other selected areas in Maryland.

Products: Implementation of this project model will result in the seamless transition of 120 individuals with severe disabilities. Sustained post-project activities will impact hundreds more students in Maryland and elsewhere.

Grant Number: H324M000086

Peer Coaching Rural In-Service Model (PRISM)

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: The Peer-Coaching Rural In-Service Model (PRISM) will demonstrate the effectiveness of two unique personnel training procedures. First, PRISM staff will test the efficacy of a peer-coaching approach to develop effective classroom management skills for teachers in rural and remote schools in three Midwestern states. Second, PRISM will test the effectiveness of an Internet-based teacher support system for ongoing inservice training. Four goals have been established, which are to: 1) develop an Internet-based network for participating rural schools in North Dakota, South Dakota, and Nebraska; 2) create the resources for implementing the project; 3) implement and evaluate the model; and 4) produce and disseminate materials for replicating the model. A peer coaching model was chosen because it removes many of the negative experiences of professional evaluation from the process, reduces teaching isolation, builds a community of teacher-learners, and encourages professionalism. With peer coaching, teachers become more skillful in using new teaching approaches, they use those approaches more frequently and over a longer period of time than do non-coached teachers, and they report anecdotally that their students learn and behave better in the classroom after peer coaching has been implemented.

Method: Peer coaching is a collegial, non-judgmental system of reciprocal assistance for teachers who are attempting to learn new skills. Essentially, two teachers form a partnership to learn a new intervention skill and improve student performance in the classroom. After one teacher has demonstrated success with a skill, the second teacher begins the developmental process by planning, attempting, and reviewing her performance with data gathered by the first teacher. Peer coaching can be effective in rural schools where typical inservice models are ineffective because there are often few experts who can provide training. This project will develop a comprehensive model and ongoing supportive training that is readily accessible, is research-based, and produces lasting changes in teacher behavior and student learning.

Products: The PRISM Project will gather data to evaluate the effectiveness of a peer coaching model of rural, inservice teacher training in classroom management that is supported by an accessible, Internet-based network.

Grant Number: H324M000089

Work Incentives and Alternative Resource Development for Student Employment — "WISER"

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: Project WISER (Work Incentives and Alternative Resource Development for Student Employment) will increase the number of employed students with severe disabilities graduating from special education in rural remote areas, by creating an innovative model of transition planning which maximizes the use of innovative resources such as Social Security Work Incentives and Natural Supports to promote the provision of quality, community-based, paid work experience and longitudinal transition planning.

Method: The model will be developed and implemented in eight rural schools in the Bitteroot Valley and on the Flathead Indian reservation, placing 40 students with severe disabilities over the course of four years. Local capacity will be enhanced through: 1) on-site technical assistance and training around transition planning, community-based work experience, supported employment, and alternative resource development; 2) peer mentors for parents and students; 3) development of local interagency transition councils; and 4) creation of consumer-controlled alternative funds and resources, thereby increasing student and family choice and empowerment during transition.

Products: The project will result in a model of transition planning that will increase the number of students with severe disabilities in rural areas who graduate and become employed.

Grant Number: H324M000098

Model Demonstration Projects for Children with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This model demonstration project will develop a functional, standards-based occupational preparation program for high school students with moderate/severe disabilities. The five major goals are to: 1) identify key components and strategies for a secondary occupational program option; 2) develop a secondary program option for students with moderate/severe disabilities; 3) pilot test the newly developed secondary program; 4) refine, finalize, and market the occupational program; and 5) complete the statewide implementation of the model high school preparation program for students with moderate/severe disabilities.

Method: This model program will be guided by an advisory board and pilot tested through eight school systems that have proven, exemplary high school transition programs. Multiple evaluation strategies will be employed to obtain on-going feedback and to assess program effectiveness.

Products: Upon completion of this model project, Alabama (and other states) will have a standards-based high school program designed to better prepare students with moderate/severe disabilities to assume young adult roles and responsibilities through community integration and employment.

Grant Number: H324M000104

Model Demonstration Project CLEAR: Coaching, Leadership Education and Restructuring

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: The Coaching, Leadership Education and Restructuring (CLEAR) Project will develop, support, utilize, evaluate, and replicate a Leadership School Team model to enhance the quality of current and planned inclusive schooling across age levels in the urban districts of San Francisco and Oakland California.

Method: The project will make a significant contribution to important work in these areas by demonstrating: 1) a generative model for building schools' capacities to sustain change over time themselves; 2) the effectiveness of cross-constituency school teams in providing inclusive school leadership within the school and to others; and 3) the effectiveness of resource-building across schools through on-line and in-person networking among leadership teams to facilitate the congruence and alignment of inclusive efforts for students with disabilities with the school's related reform efforts that target the needs of the diverse learning community. The project will involve all key stakeholders from families to students, educators, administrators, and related community personnel.

Products: The project will develop a total of 32 Leadership and 24 New Partner schools, multiple support systems, and products for replication and dissemination.

Grant Number: H324M000111

FAMILY TIES: Enhancing Parent Involvement in the Education of Preschool Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: Based on studies that suggest that parents' style of interaction with their children may have a greater impact on children's later IQ and reading ability than attendance in a preschool program, this project will develop a parent education model for preschool special education that incorporates two innovative features into its design: 1) relationship-focused intervention procedures used with birth to three-year-old children focusing on the developmental and preacademic issues addressed in preschools; and 2) emphasis on the use of assistive technology in the home.

Method: During the first three years, the model will be field tested in a variety of classroom-based and parent-focused intervention combinations. In the fourth year, the model will be field tested in a low-income school district.

Products: Evaluation will determine whether this model 1) promotes parental responsiveness; 2) enhances parents' ability to incorporate assistive technology into children's environments; and 3) impacts children's development.

Grant Number: H324M010031

A Comprehensive Intervention Model for Elementary School Children Who Are SED

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Beginning Date: 8/01/01
Ending Date: 7/30/05

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Purpose: There are four major barriers to increased achievement levels for elementary school students with serious emotional disturbances (SED): 1) inappropriate social skills and behaviors, 2) insufficient reading skills, 3) lack of parental involvement needed to reinforce learning and appropriate social behaviors consistently, and 4) the interaction of these three factors. In addition, these problems are aggravated by the psychosocial risk factors this population typically faces, such as high rates of physical, sexual, and emotional abuse, poverty, and a lack of family stability. The University of Dayton, in collaboration with the Columbus Public Schools, developed this project to implement and support with research a comprehensive intervention model that combines modifications to reading instruction, social skill instruction, and an increase in parents' involvement in their children's education.

Method: The intervention model will demonstrate how to increase the capacity and the skills of parents, teachers, and educational service personnel to provide students with SED opportunities to improve reading comprehension and social behavior, and thus to increase their probability of gaining access to and eventually succeeding in mainstream schools. In addition, the model will contribute to current studies concerning effective models of instruction of SED children in two ways: 1) by outlining improved strategies for instruction, generalization, and maintenance of appropriate social skills for this population; and 2) by increasing the reading achievement of SED students. The three interventions to be used in this demonstration (parent training, reading instruction, and social skill instruction) are based on methodologies and materials that have been developed for and shown to be effective with this population. The model will be demonstrated with a sample of 200 children in one special elementary school and in 15 satellite "resource rooms" in mainstream elementary schools within the Columbus Public Schools.

Products: The results and methodologies of this project will be widely disseminated to be used by researchers or by school personnel who are currently seeking models of instruction to serve similar populations of students.

Grant Number: H324M010033

PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The provision of individualized and often specialized services to children with severe disabilities in inclusive settings has proved to be a significant challenge. At least three major barriers exist: 1) personnel lack the necessary training for meeting the complex needs of young children with severe disabilities; 2) professionals from a wide range of disciplines and families do not routinely work together in designing, implementing, and evaluating intervention efforts; and 3) programs lack a systematic or linked approach for developing and implementing individualized intervention. Project PLAY is designed to overcome these barriers by implementing a comprehensive model across a variety of programs in Kentucky and Ohio. The model is a linked approach composed of assessment, individualized education plans, embedded instruction, and systematic data collection.

Method: The project's two major goals are the following: 1) to train diverse staff at model sites to implement authentic assessment, target meaningful skills, embed instruction during daily activities, and engage in ongoing data collection to monitor children's performance over time; and 2) to evaluate and disseminate the model so that it can be utilized in other settings and sustained over time. Four model sites will participate in Project PLAY. A rigorous development, implementation, and evaluation plan will ensure new knowledge and extensive dissemination of findings, thus improving services for young children with severe disabilities. Key stakeholders and consumers will be involved to ensure the integrity and utility of project activities.

Products: Training materials will be developed for use in early childhood settings including Head Start, public school preschools, community-based childcare, and blended programs.

Grant Number: H324M010043

The Word Partners Supplementary Tutoring Program

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: The project will develop, field test, and evaluate materials that non-teachers can use to provide one-to-one tutoring in advanced decoding skills to students with or at high risk for reading disabilities.

Method: The Word Partners is a program of instruction for students who lack skills in reading more complex words. Some of these students have incomplete knowledge of the alphabetic principles or poor phonological and/or orthographic skills. In addition, students may lack knowledge of morphology, complex word structure, and punctuation needed to read more complex text. Project staff will design and field test tutoring modules tailored to the needs of students grades 2-5 in advanced decoding. Assessment-based instruction will incorporate features of research-based strategies for increasing word reading skills of students with disabilities, and will include criterion-based progress assessments. Home activities will be designed to encourage students to practice new word skills with parents and family members. The project will evaluate the effectiveness of tutoring in a two-group pretest-posttest experimental design using matched controls. Students will be assessed on measures of decoding, word reading, orthographic, and phonological skills. Staff will regularly monitor tutor implementation of field-test tutoring materials. Qualitative data will include interviews with tutors, teachers, students, and parents to gather feedback on Word Partners procedures, and to identify changes in tutor skills, student self-esteem, and attitudes about reading. Analysis of Variance, Analysis of Covariance, and regression techniques will be used to measure changes in student skills over time, group differences, and student and program predictors of student outcomes.

Products: Information on the tutoring strategies will be disseminated to practitioners and professionals.

Grant Number: H324M010046

Using School Based Enterprises to Help Special Education Students Connect Classroom, Community and Career Options

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Purpose: This project will design, implement, evaluate, disseminate, and prepare others to replicate a model that will enable participating special education students to synthesize the theoretical world of academics with the world of work. In this model, revolving around School Based Enterprises (SBEs), special education students take key leadership positions, thus allowing them to develop systematically their employability skills, clarify "transfer of learning" paths, and expand their career options and aspirations.

Method: In this SBE, students will produce and deliver products and services that are valued beyond the classroom door. As the student entrepreneurs conceptualize, design, and operate the school-based enterprise, they will develop their leadership, team work, decision making, problem solving, analytical thinking, and other work-related skills. They will learn and apply a myriad of business skills that employers seek in new applicants. Special education students participating in SBEs will learn how to use interpersonal skills, math skills, and language skills that will improve their chances of workplace success. As participating students' decisions and actions affect their actual enterprise (not a simulation), the students will experience the relationship of math, language, and interpersonal skills to personal and organizational success in a "real world" context. Project staff will select two Wisconsin school districts to participate; prepare teams of professionals from the participating school districts to create, implement, and evaluate School Based Enterprises that include at least ten secondary special education students per district in leadership and other significant roles; and evaluate the impact of each participating school district's SBEs on students, staff, curricula, and the school's organizational structure.

Products: This project will result in implementation, evaluation, dissemination, and replication of the SBE model. The project will: 1) prepare both print and CD-ROM versions of a document entitled "School Based Business Development Handbook for Special Educators"; 2) prepare six summary reports, each tailored to a key stakeholder group: local administrators, teachers, counselors, state policy makers, parents of special education students, and teacher educators; 3)design and implement a National Replication Initiative; and 4) disseminate project findings and products nationally using five electronic strategies, and two face-to-face approaches.

Grant Number: H324M010055

Contextually Mediated Therapy/Intervention Project

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The major aim of this project is to develop, implement, and evaluate a promotional approach to therapy and intervention with young children with disabilities, birth to three years of age, called Contextually Mediated Therapy/Intervention (CMT/I).

Method: CMT/I uses everyday family and community activity as the contexts for providing children with learning opportunities, where child participation and competence enhancement are mediated by the social and nonsocial experiences afforded children in everyday natural learning environments. CMT/I builds upon and brings together methods and approaches from different therapy and intervention models, and integrates them into a new approach to doing therapy and intervention. This project will develop, implement, and evaluate an approach for identifying everyday children's routines and activities as contexts for therapy and intervention (CMT/I). It will also develop, implement, and evaluate techniques and procedures for using CMT/I as an approach to promote child competence. The demonstration phase of the project will involve physical and occupational therapists, a speech and language pathologist, and an early intervention specialist developing, implementing, and evaluating CMT/I with 40 to 50 children (birth to three years of age) and their families.

Products: Assessment procedures, CMT/I guidelines and techniques, and procedural "how to" manuals will be developed, field tested, and validated by project staff. The CMT/I model, methods, and procedures will be replicated with different therapists and interventionists. The project will disseminate information about CMT/I and its usefulness as an early intervention approach by producing a video to document and describe the CMT/I approach.

Grant Number: H324M010060

Early Childhood Leadership Directions

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will develop, implement, evaluate, and disseminate a model and materials for preparation of early childhood leaders across agencies at local and state levels to provide collaborative, family-guided, standards-based, outcomes-driven services for all young children—intentionally including appropriate supports for young children with disabilities and their families.

Method: The project will accomplish the following: 1) develop and implement a set of modules and two Web courses for leadership training that can be used—together or separately, in person or electronically, inservice or preservice—to prepare leaders for the next decade to guide services for infants, toddlers, and young children with disabilities and their families in natural home and community settings; 2) evaluate the materials and service delivery plans, using the modules in at least three states and using the Web courses internationally; and 3) produce and disseminate the validated procedures and materials in formats that will enable other states, universities, and programs to replicate all or part of the model.

Products: Outcomes will include the following: 1) development, implementation, and evaluation of two project training plans—Web-based courses and a more traditional training combination of workshops, experience in collaborative problem solving with cohort groups, and mentoring by peers; 2) publication of validated procedures and materials to allow others to replicate EC Leadership Directions training or selected components of it, such as outcomes-driven program design and evaluation, interagency/interdisciplinary collaboration, family-guided services, new models of leadership, culturally appropriate leadership, mentoring, systematic strategic planning, advocacy, resource finding, proposal writing, financial management supervision, public relations, and advocacy techniques; 3) wide dissemination of these materials through print and electronic media to enable personnel from multiple agencies to benefit from the project; and 4) enhancement of leadership strategies of many additional service providers and family leaders as a result of presentations at regional and national meetings and publications in respected early childhood journals across disciplines.

Grant Number: H324M010064

A Model for a Technology-Based Life Skills Curriculum for Secondary Students with Cognitive Disabilities

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: The goals of this project are to develop and implement a model for a technology-based life skills curriculum for secondary students with significant cognitive disabilities, to evaluate the effectiveness of the model using multiple quantitative methods, and to produce applications, materials, and procedures that will enable effective dissemination and replication of the model in a range of settings.

Method: In Year 1, the project will work with a life skills program in a relatively large urban school district to first develop and pilot-test a curriculum that builds on previous work in development of personal activities management and task prompting software for students with significant cognitive disabilities. In Year 2, the model will be implemented on a program-wide basis. In Year 3, the project will replicate implementation of a revised model with students in two different districts through a countywide special education services agency that encompasses urban, suburban, and rural districts in a diverse array of communities. In Year 4, the project will focus on refinement of applications and curriculum materials and on analysis and reporting of findings. Data collection and analysis will include quantitative measures and analysis and qualitative case study methods to evaluate factors affecting technology use by students with significant cognitive disabilities and impact on cross-setting performance of life skills. The project will also evaluate student quality of life outcomes such as development of self-determination and social relationships, and the role of support agents such as instructional aides and family members. During Years 3 and 4, the project will disseminate findings in formats designed for accessibility by diverse audiences.

Products: Outcomes that will result from this project include a field-tested comprehensive technology-intensive approach to development of life skills for transition students with cognitive disabilities. The project will also document and report on factors affecting software accessibility, technology use, and implementation across school, home, and community settings, including improved life skills applications and materials for personal management, household management, web access, and other areas as may be determined through ongoing findings from the model development process. The materials that are developed will be disseminated through trainings and conference presentations throughout Oregon and nationally and through web-based media. Written reports describing project findings will be developed and shared with a range of audiences including consumers, families, educators, researchers, and national disability information clearinghouses.

Grant Number: H324M010071

Early Social Interaction Project: Teaching Very Young Children with Autism Spectrum Disorders in Natural Environments

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: There is now a substantial body of empirical support demonstrating the effectiveness of a range of approaches for enhancing social and communication skills of preschool children with autism along a continuum from behavioral to developmental that differ in philosophy and specific teaching strategies. The empirical research on children with autism indicates that intervention provided before age 5 has a much greater impact than that after age 5, consistent with early intervention research with other populations. The level of social and communicative competence attained by individuals with autism has been found to be an important predictor of outcome. There is a pressing need to develop early intervention programs that are appropriate and effective with very young children with autism spectrum and that are consistent with the mandates of the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) Part C, addressing the provision of early intervention services within natural environments. The Early Social Interaction Project is designed to develop, implement, evaluate, and replicate an early intervention program for very young children with autism spectrum disorders.

Method: Children with autism spectrum disorders will be identified by 24 months of age. The early intervention program will consist of the following components: 1) family-guided assessment to identify concerns, priorities, and resources; 2) individualized, family-guided intervention program to be documented by an Individualized Family Service Plan and implemented in the child's natural environments; and 3) referral systems, transition planning, and transition support to Part B services. Unique features of this project specially designed for very young children with autism spectrum include: 1) focus on social interaction, communication, and play targets for each child, determined individually in collaboration with families based on the child's prelinguistic profile and the parents' responsivity and language input demonstrated in interactions during daily routines; 2) blend of behavioral and developmental approaches that have been empirically supported to address the core deficits associated with autism, positive behavioral support, and generalization of learning across environments; 3) intensity of programming for at least 20 hours of intervention per week in natural environments; 4) coordination of services.

Products: The project will enroll at least six families per year to ensure a total of 24 families are served over four years. The project will demonstrate short-term and intermediate effects of an early intervention program on meaningful outcomes for children with autism and their families. During the first three years of the project, the Early Social Interaction Project will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and service providers. During the fourth year, the project will be further refined and replicated in four other counties in the panhandle of Florida. Data gathered will contribute new knowledge about very young children with autism spectrum and increase the field's ability to serve these children more effectively.

Grant Number: H324M010075

The Heads Up Project: A Model Program for Children with Acquired Brain Injury

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: The Heads Up Project will implement a screening tool developed at the Center for Community Participation (CCP) to assist schools in identifying children with acquired brain injury (ABI) and to provide consultative supports for those identified to ensure greater success at the elementary level and subsequently, the secondary level.

Method: Through this project, school personnel will benefit from training regarding acquired brain injury (ABI), and will be able to develop and implement effective strategies to support these children. Students with ABI will benefit from an enhanced self-awareness and the ability to advocate for themselves. Students will also gain social skill development essential for success in school/post-school activities. The Heads Up Project will be implemented in three school districts in Colorado. The project will serve 15-20 students with ABI in each district and impact the general elementary school population through the implementation of a Disability Awareness Curriculum. The goals of the project are the following: 1) to implement the preliminary screening tool "Annual Health Update," to begin the identification process of children with ABI and make appropriate referrals for further diagnosis; 2) to provide consultative support in the school and home environments to identify, develop, and implement appropriate support strategies for 15-20 students with ABI per district; 3) to provide support to students, families, and school staff as the student transitions from elementary school to middle or junior high school; and 4) to provide consultation to the schools to assist with the development and implementation of "friendship" programs to increase social skill development for students with ABI.

Products: The project will result in the development and implementation of a disability awareness curriculum (to include a unit on brain injury awareness and prevention) for all elementary-age students in the three districts in an effort to increase their understanding and empathy for their classmates who experience challenges. The project will also develop a 15-hour course for school district staff seeking continuing education credit.

Grant Number: H324M010078

Exceeding Expectations: Model Demonstration Project

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Ending Date: 8/31/05

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Purpose: "The Exceeding Expectations" project will implement and validate a four-step process-oriented model for increasing the access of students with disabilities to postsecondary institutions in five rural demonstration states, and increasing their retention in those postsecondary settings.

Method: Model components, designed in response to the articulated concerns of postsecondary students with disabilities, will build partnerships among school districts, postsecondary institutions, families, and students. The success of the project is predicated upon the creation of competent environments that facilitate the learning of all students and the preparation of students to be able to advocate for supports in postsecondary settings. The goals of the project include: 1) to identify and operationally define needs associated with the access and retention of students with disabilities in postsecondary educational institutions; 2) to support and guide practice by developing training and technical assistance opportunities addressing transformation needs of each participant group (i.e., parents, students, secondary educators, and postsecondary educators); 3) to implement coaching and other replication procedures to assure project continuation/sustainability; and 4) to evaluate the process and outcomes of the entire model and its individual components in order to improve model applicability, feasibility, and replicability.

Products: The project will result in validation of the process-oriented model by participants in five states, so that a grounded theoretical postsecondary and transition model is conceptualized.

Grant Number: H324M010093

Cultural and Linguistic Diversity in Early Intervention: A Program Improvement Model

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will develop, refine, demonstrate, and evaluate the Cultural and Linguistic Diversity Program (CLD), a model aimed at improving the quality of early intervention and preschool special education services offered to children (birth to 5) and their families who are from diverse cultural and linguistic backgrounds, with a special focus on Latino children and families.

Method: The project has four components: 1) development and refinement of the Cultural and Linguistic Diversity Curriculum; 2) training of early intervention providers; 3) technical assistance to program participants; and 4) development and dissemination of resource materials. A total of 120 program coordinators and service providers from North Carolina will participate in the CLD program. In addition, current state-wide early intervention and preschool technical assistance providers, constituting the project's "Leadership Technical Assistance Team," will receive training to develop, expand, and enhance their skills in providing ongoing technical assistance on cultural and linguistic diversity issues.

Products: The implementation of this model will build capacity and improve service provision to young children with disabilities by supporting program/agency administrators, program coordinators, and service providers in assessing the cultural and linguistic appropriateness of their policies and practices, and in developing, implementing, and evaluating strategies to meet the needs of all children and families they serve.

Grant Number: H324M010097

The Super Seniors Project: Transitioning Students with Disabilities into Full-Time Competitive Jobs That Meet Their Person-Centered Career Goals

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Beginning Date: 8/15/01
Ending Date: 8/14/05

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Purpose: The purpose of the Super Seniors project is to transition 60 students with disabilities from two rural and one urban school districts into full-time, competitive employment that matches their career goals. The goals of the project are the following: 1) assist high school seniors to develop specific career goals and action plans; 2) establish a model Super Seniors, 5th-year vocational preparation program resulting in full-time competitive employment matching student career goals; 3) develop a cadre of parents/consumers to serve as Person-Centered Career Planning facilitators and mentors; 4) foster replication through local, state, and national dissemination and technical assistance; 5) evaluate the program and modify procedures based on findings and Oversight Committee input; and 6)sustain the program with local resources.

Method: The project will enhance existing transition approaches through an innovative combination of strategies drawn from research and theoretical models, including: 1) senior-year Person-Centered Career Planning (PCCP) facilitated by professionals, parents, and consumers who have participated in successful PCCP, integrating the ChoiceMaker self-determination vocational curriculum into the process; 2) senior-year work experiences focused on the career goals generated through PCCP; and 3) a Super Senior, 5th year of community-intensive vocational training. Work experiences tied to the career plan of high school seniors with a wide range of disabling conditions will enable them to make informed career choices.

Products: The project will result in: 1) student-determined vocational visions and action plans for achieving those visions; 2) full-time competitive jobs matching career goals; 3) institutionalization of the program with local resources; and 4) replication within/beyond Iowa.

Grant Number: H324M010103

Social Security Transition Project

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The purpose of the Social Security Transition Project is to develop a model of transition services that will facilitate smooth transitions from childhood to adult Supplemental Security Income (SSI) programs. Since the passage of the "Personal Responsibility and Work Opportunity Reconciliation Act of 1996," young adults with disabilities receiving SSI benefits have faced staggering rates of cessation of benefits at age 18. Because SSI is connected in various ways to Medicaid eligibility, the loss of benefits can have a significant impact on other post-school outcomes, including health, employment, independent living, and other outcomes linked to long-term supports. The Social Security Transition Project will develop, field-test, implement, and disseminate a collaborative model to assist students in making smooth and successful transitions to adult SSI.

Method: The project will develop strategies for: 1) conducting outreach and training for young adults with disabilities and their parents/guardians regarding SSI adult eligibility criteria and processes; 2) incorporating SSI eligibility and age 18 redetermination into the transition process; 3) aligning schools' assessments in community-based vocational experiences with the SSI age 18 redetermination process; and 4) developing a cohort of community members to serve as advocates to assist youth and their families in navigating the SSI age 18 redetermination process. The model will be developed with input from young adults with disabilities, their families, and teachers of transition-aged youth through focus groups, and with ongoing input through an advisory panel. Specifically, the project will assist 28 students plan for and complete the SSI age 18 redetermination process. The project will also conduct outreach and training activities for a minimum of 400 students and family members on the benefits of maintaining SSI eligibility, the differences between childhood and adult SSI eligibility requirements, the relationship of SSI to other long-term supports, and the age 18 redetermination process. An SSI transition planning process will be implemented in three districts and one cooperative. About 15 advocates will be recruited and trained to assist students and families with the age 18 redetermination process.

Products: The project will provide dissemination and replication assistance statewide, including technical assistance to a minimum of 12 organizations beyond demonstration sites. Throughout the project, the project staff will conduct an ongoing, extensive evaluation of project processes and outcomes to facilitate continued replication of the project beyond the funding period. The project will disseminate the model statewide and nationally through a project World Wide Web site, clearinghouses, and professional and advocacy organizations.

Grant Number: H324M010118

FAMILY LINKS: A Developmental Relationship-Focused Intervention for Children with Autism/PDD and Severe Behavior Disorders

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Beginning Date: 9/01/99
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Purpose: Developmental relationship-focused intervention (DRF) is an increasingly popular alternative for addressing the needs of young children with severe social-behavioral disorders including autism/pervasive developmental disorder (PDD). This treatment approach is predicated on the belief that parents are children's primary teachers during early childhood. By helping parents become more responsive to their children, DRF addresses the socioemotional needs of children by improving the quality of the attachment relationship between parents and their children, increasing children's communication with their caregivers, and promoting children's motivation to socialize.

Method: This demonstration project will develop curriculum materials and training supports that are needed to address social and behavioral problems of children in early intervention (EI) and early childhood special education (ECSE). It will demonstrate this model with a sample of 45 children with severe behavior disorders and their parents in three sites. Services will begin in children's EI programs (12 months) and continue through their involvement in ECSE (12-30 months). This facet of the model is designed to demonstrate continuity in the philosophy and strategies these programs use to address social and behavioral problems throughout the early childhood years. The project will collect cost data on the implementation of this model to determine whether this approach might be a cost-effective alternative for addressing social behavioral problems, and it will evaluate the effects of DRF intervention on children's social, behavioral, communicative, and cognitive functioning at home and school as well as the impact of this model on parents and families.

Products: Materials and results from this model demonstration project will be disseminated through conference presentations, publications, a newsletter, and a World Wide Web site.

Grant Number: H324M010125

Teaching Orientation and Mobility Skills to Blind and Visually Impaired Children over the Internet

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Ending Date: 9/30/05

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Purpose: This project will marry recent work which creates three-dimensional acoustical worlds in which blind children can learn to "see" with their ears and recent developments in networking educational programs for teaching orthopedically impaired children to drive motorized wheelchairs. Combining these two lines of work will address the growing problem of personnel shortages in the field of blind education, particularly as it pertains to Orientation and Mobility trainers.

Method: The goals of the project are to: 1) develop and implement training programs that will enable blind children to learn important Orientation and Mobility skills over the Internet; 2) develop an evaluation system, using multiple measures, that will determine effectiveness of the training program; and 3) make the program available to teachers and Orientation and Mobility training specialists throughout the country over the Internet.

Products: The project will work closely with the Oregon State Department of Education and the Oregon School for the Blind in creating and testing the virtual training scenarios. These programs will be exported to the Tennessee School for the Blind for beta testing. The project will then focus on disseminating the training materials over the Internet and evaluating their effectiveness quantitatively and qualitatively. During implementation, data will be collected on individual child-change, family satisfaction, and teacher assessment.

Grant Number: H324M010138

ACES: Access for Children to Early Services

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: Finding and serving infants and preschool children with developmental needs is a national priority under IDEA. Identifying and intervening with children in their preschool years may improve developmental outcomes, support families, and save resources for school districts and society at large. In addition to identifying general developmental delays, there is a specific need to accurately identify and refer young children with social-emotional and behavior disabilities, to prevent later detrimental mental health, educational, and antisocial outcomes. The overall goal of the Access for Children to Early Services Model (ACES) is to improve community-based early identification systems for infants, toddlers, and preschool children who are at risk for social-emotional and behavioral disabilities.

Method: This project is a family-centered, low-cost, and effective early identification and referral model for young children with social-emotional and behavioral disabilities. The approach has appeal because it involves parents in the evaluation of their child's development and it provides an economical strategy for the early identification of social-emotional and behavior disabilities. Targeted objectives include: 1) refine and implement a collaborative, community-based, multi-agency early identification approach; 2) replicate and evaluate the model in ethnically diverse settings; 3) evaluate the cost, effectiveness, and satisfaction; and 4) replicate and disseminate the ACES model.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services to improve outcomes and prevent secondary delays.

84.324N
Initial Career Awards

Grant Number: H324N000003

Development and Validation of Indicators of Functional Movement Skill for Infants and Young Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will design and validate individual growth and development indicators (IGDIs) for functional movement skill in young children with disabilities and those at risk for developmental delay. These IGDIs serve two important functions: 1) to monitor children's growth in movement skill so that children with delays in development will be identified quickly and easily by practitioners and caregivers who do not have extensive motor expertise; and 2) to monitor growth in movement skill when children are receiving specific movement-related interventions.

Method: This project is based on the premise that optimal outcomes related to the movement development of a young child are more accurately administered when information on growth is obtained frequently, assessments are conducted in the natural environment, and when intervention strategies are facilitated in a timely manner. The importance of functional movement skill to later development and inclusion in home and community underscores the importance of early monitoring and identification of children who are not growing in functional movement skill and thus in need of assistance. In this project, functional motor "growth indicators" for infants and young children will be developed. The extent to which these tools are a valid and reliable measure, sensitive to growth over time and to intervention, will be analyzed longitudinally.

Products: Benefits of this project will include synthesis of the current knowledge base in movement skill; development and validation of the movement IGDIs; and a broad dissemination of results to care providers, practitioners, and researchers.

Grant Number: H324N000004

Evaluating School Environments and Participation of Students with Disabilities

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Purpose: This study will examine the role of personal and environmental factors in the participation of students with disabilities in traditional and nontraditional school-related activities.

Method: The participants for the study will be drawn from a random national sample of special and regular education teachers, and survey data will be collected to address three primary research questions: 1) What are the environmental facilitators and barriers to full participation in school activities (including nontraditional curricular areas and extracurricular activities) for students with disabilities?; 2) To what extent do students with disabilities participate in school activities compared to students without disabilities?; and 3) To what extent do severity of disability and various characteristics of the school environment combine to determine the level of participation in school activities for students with disabilities? In the first stage of the project, the sample will consist of approximately 300 randomly sampled special education teachers from across the country. The sample for the second stage of the project will consist of approximately 1,000 randomly sampled middle and high school teachers and 1,000 randomly sampled middle and high school special education teachers from across the country. The three rounds of surveys will ask participants to give their opinions regarding aspects of the school environment (e.g., class size, accessibility of school campus) which they feel promote or hinder the full inclusion of students with disabilities in the complete range of school activities available to all students.

Products: The results of the study will provide much-needed information about the extent to which students with disabilities are able to participate fully in the school experience and the factors that facilitate or hinder that participation.

Grant Number: H324N000022

Project Early Literacy: School Engagement: Check & Connect for K-2 Children with Learning Disabilities in Reading

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Ending Date: 5/31/03

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Purpose: This project evaluates the effectiveness of preventive intervention for young children identified as at risk for reading disabilities. The intervention, "Check & Connect for K-2 Children," includes a universal screening procedure to identify kindergarten children showing the early signs of reading disabilities. Once children are identified, this project will systematically: 1) monitor alterable risk factors, 2) maintain children's engagement in school and learning, and 3) assess growth in early literacy skills on a regular basis to inform instruction. The goal of Check & Connect for K-2 Children is to provide a proactive system of progress monitoring (Check) and timely intervention (Connect) to prevent the occurrence of reading disabilities in some children and lessen the severity of reading disabilities in other children.

Method: This project is a university-school-home collaboration, which increases the likelihood that the project will be sustained after the three-year period. The project will evaluate the impact of Check & Connect for K-2 Children with four urban elementary schools using a longitudinal design. This design allows for both within and between group analyses. Qualitative analyses will allow for description of the perceptions of teachers, children, and parents, as well as the ability of regular and special education teachers to sustain the preventive program.

Products: This project will positively impact children with learning disabilities who will participate in the study, their parents who will help design the project and evaluate its effectiveness, and their teachers who will help plan, implement, and evaluate the project. The project will have widespread impact and its findings will be disseminated through the cooperating school district, undergraduate and graduate education, the academic and research community, and the Georgia Department of Education's Division of Exceptional Children.

Grant Number: H324N000027

Assessment of Limited English Speakers with Learning Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project will identify appropriate and legally defensible assessments of limited English speakers with learning disabilities at the secondary level.

Method: Over a three-year period, an array of authentic reading and written-language work samples using curriculum-based measurement and dynamic assessment techniques will be collected from three types of Spanish-speaking students—bilingual students, limited English speakers in special education (identified with learning disabilities), and limited English speakers outside of special education. A range of classroom educators and specialists (general, special, and bilingual educators and school psychologists) will assess this work, and reliability and validity estimates will be determined.

Products: This process will be used to examine whether curriculum-based measures can differentiate between the work of students with limited English proficiency with true learning disabilities and that of their limited English-speaking peers without disabilities.

Grant Number: H324N000030

A Functional Analytic Examination of Problem Behavior and Reading Difficulties in Young Children

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Beginning Date: 9/01/00
Ending Date: 8/30/03

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Purpose: This research will 1) describe and confirm the relationship between early reading failure and the acquisition and maintenance of problem behaviors in elementary students at risk of developing emotional and behavior disorders (EBD) and 2) investigate the use of functional behavior assessment (FBA) to develop behavioral intervention plans (BIP) for students at risk for severe reading and behavior difficulties.

Method: The project will follow recommendations from bodies of literature on reading difficulties and the development of problem behaviors. Screening for reading and behavioral difficulties will be conducted across all first and third graders in a selected elementary school. These screening data will be used to identify students who may be at heightened risk for early reading failure as well as behavioral difficulties in school. Students identified at risk will be further studied using FBA. In year one, eight students (four from each grade) who, based on an experimentally controlled functional analysis, exhibit escape-motivated problem behaviors will be chosen for in-depth longitudinal behavior intervention planning and subsequent monitoring. Their behavior support plans will focus heavily on individualized academic interventions to accompany behavioral interventions. The eight students' reading and behavioral performance will be compared with matched control students who receive more traditional interventions from the school. At the beginning of each of the project's three years, the original grade levels of students will be screened and eight additional students will be identified for FBA-based academic and behavior intervention plans.

Products: Outcomes from this study will improve tools for early screening, early intervention, and effective programming for students who have both reading and social behavior deficits.

Grant Number: H324N010005

Trekking the Web: Internet Inquiry in a Supported Environment for Students with Learning Disabilities

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Ending Date: 4/30/04

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Purpose: This 3-year qualitative study seeks to better understand the Internet inquiry processes of middle-school students with and without learning disabilities (LD) and will contribute to the development of software tools and instructional strategies to support students' learning.

Method: Students will use "eTrekker," a supportive software tool developed by CAST, to conduct a series of Internet inquiry projects in middle-school inclusion classrooms. "eTrekker" guides students through the inquiry process, by providing supports for planning a project, generating research questions, selecting key search terms, organizing information, evaluating sites, and taking notes on relevant information. Researchers will develop case studies on 15 students with and without LD, based on in-depth participant observation and field notes, semi-structured interviews with students and teachers, student assessments, Internet audit trail data, and student inquiry projects, which will be analyzed by the research team using the constant-comparative method.

Products: Outcomes will include: 1) a conceptual framework and illustrative case studies on Internet inquiry by middle-school students with and without LD, 2) an Internet Inquiry toolkit for teachers that will provide instructional strategies and teaching ideas to support middle-school students in becoming more successful at using the Internet as a meaningful learning tool, and 3) design recommendations for Web content and tool developers to make online materials that are more accessible and that proivde learning supports to students with LD.

Grant Number: H324N010010

Adult Facilitation of Social Integration of Children with Congenital and Acquired Brain Dysfunction

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Purpose: The hypothesis of this study is that methods of social facilitation by parents and teachers will predict social integration and quality of life of children with congenital or acquired brain dysfunction, controlling for specific child characteristics. The specific aims of the study are to: 1) identify direct and indirect parent and teacher activities (i.e., advocacy and direct facilitation of peer interactions; aspects of parenting style and family functioning) that assist children's social inclusion in the school setting, and 2) examine the relationship between social integration and qualify of life.

Method: The study will identify parent and teacher activities that assist the child's social inclusion and integration in the school setting. Participants will include 80 children in elementary school (ages 5-12) with congenital (N=40) or acquired (n=40) brain dysfunction and their parents/guardians. The study will used a mixed multifactor design. Direct and indirect influences will be assessed with the Parenting Dimensions Inventory, Famiy Assessment Device, and Direct Methods Questionnaires for parents and teachers. Social integration will be assessed with the Friendship Contact Checklist, Peer Social Network Diagram, and teacher ratings of social functioning in the classroom. Subjective and health-related aspects of qualify of life will also be assessed, and a brief neuropsychological evaluation will be performed to assess variables associated with social problem solving, including level of intellect, attentional and executive functions, visual perception, and memory.

Products: The findings will result in specific empirically informed guidelines for parenting, teaching, and advocacy efforts to facilitate school and community-based social integration of children with disabilities. Findings will be disseminated via news releases to consumer-oriented organizations, publication of articles in peer-reviewed scientific journals, and presentations at national conferences of professional groups.

Grant Number: H324N010012

Fostering Futures Research Project: Understanding the Educational Experiences and Outcomes for Youth with Disabilities in Foster Care

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Beginning Date: 6/01/01
Ending Date: 5/31/04

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Purpose: This research project will investigate the educational experiences and outcomes of high school youth with disabilities in foster care, to determine whether foster care youth with disabilities are at significant risk for poor transition planning and educational achievement as a result of their personal histories and negative feedback from their environment about their disability and foster care status.

Method: The project is a collaboration among the Center on Self-Determination, the Portland Public Schools, and social service agencies in Portland, Oregon. Year 1 will involve the collection of extant achievement and outcomes data for foster care youth who experience disabilities. To serve as comparison groups, information will also be collected on youth who are involved in only foster care and only special education. Data will be collected on a total of 300 randomly selected youth (100 in each group). Year 2 will evaluate the transition component of individualized education programs for foster care youth in special education. Specifically, the transition plans of 100 youth in both foster care and special education will be compared with the transition plans of 100 youth in special education only, to assess whether compliance with the mandates of IDEA and reflections of best practice vary for youth in foster care. Year 3 will be a qualitative investigation of the educational experiences and barriers that youth encounter, and the identification of strategies to promote their school success. To accomplish this, focus groups will be held with foster care youth with disabilities, child welfare professionals, professionals in special education, and foster parents.

Products: Findings from the research, along with a best practices guide, will be comprehensively disseminated to regional and national audiences. The project will conduct at least four workshps with child welfare and special education professionals on how to support the educational needs of foster care youth with disabilities; present findings at a minimum of five regional and national conferences; disseminate user-friendly briefs for educators, child welfare professionals, and foster parents; disseminate the best practices guide and checklist to educators, child welfare professionals, and foster parents; disseminate project findings through national newsletters for special educators, child welfare professionals, and youth; send updates to national computer databases and bulletin boards; disseinate findings and products through the World Wide Web; submit at least three articles describing the project findings to refereed journals; and submit materials to educational clearinghouses.

Grant Number: H324N010018

Ecological Support for Young Children with Challenging Behavior, Their Peers, and Teachers

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This study will examine the roles that children with problem behavior play in the peer culture of an inclusive early childhood program, and will develop a model of intervention grounded in the research of positive behavioral support, person-centered planning, and naturalistic social-communication instruction.

Method: The first phase of the study will describe the social-communicative role of the child with challenging behavior in peer dyads, his peer culture, and his classroom culture in three early childhood classrooms. Qualitative data will include field notes of observations, open-ended interviews, and documents collected and analyzed within an ecological systems study. The second phase of the study will include implementation of a practical model of intervention grounded in positive behavioral support, person-centered planning, and naturalistic communication-based instruction. The intervention phase will successively involve two early childhood classrooms. A component of the intervention phase will involve participatory action research methodology in which the classroom teachers will share in research decision making. Data management will include qualititative and quantitative measurement.

Products: The findings will provide a practical model of intervention for young children with problem behavior. Results will be disseminated widely through conference presentations; peer-reviewed publications; consumer-oriented articles for teachers and parents; and consumer presentations for teachers, parents, and young children.

Grant Number: H324N010028

Increasing the Long Term Sustainability of FBA-Based Interventions through Systematic and Sequential Analysis of Context

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project will extend current functional behavioral assessment (FBA) procedures by examining how sequential analysis procedures can be used to: 1) document, quantify, and suggest interventions to alter problem behavior chains of interaction (e.g., escalation patterns between students and between students and educators), and 2) strengthen the FBA-based behavior support planning process by suggesting intervention components that specifically address the maintenance and generalization of skills. Through identification of and intervention on problem behavior chains, the effectiveness of FBA-based behavior support plans (BSPs) will be increased.

Method: Seventeen students with significant problem behavior will participate at three different grade levels: lower elementary (grades 1-3), upper elementary (grades 4-6), and middle school (grades 7-8). Students' behavioral records will be reviewed to develop preliminary hypothesis statements regarding the function of specific problem behaviors. Hypothesis statements will be confirmed experimentally through alternating treatments between presentation of activities identified as problematic and activities with low probability for problem behaviors. BSP interventions will be designed to reduce problem behavior while increasing prosocial behaviors. The effectiveness of the interventions in the BSP will be assessed using experiemntal single subject research designs, and the impact of the BSPs will be assessed for the duration of the study.

Products: This project will document and quantify how behavior interacton processes (e.g., reciprocity, entrapment, coercion theory) operate and influence problem behavior in schools. It will develop a manual for educators to increase their awareness, their ability to assess and intervene on problem behavior chains, and their efficient use of the FBA process to design effective interventions that have sustainable results.

Grant Number: H324N990017

Employing Functional Assessment Behavioral Support Planning with Regular Classrooms and with Students At-Risk for School Failure

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The purpose of this research project is three-fold: 1) to determine the accuracy of different functional assessment strategies (i.e., teacher interviews, student interviews, parent interviews, and direct observations); 2) to validate these strategies within the school context; and 3) to develop behavior support plans.

Method: Several participant populations will be included in the proposed research: 1) elementary and middle school students who have or are at-risk of emotional and behavioral disorder; 2) elementary and middle school teachers who work with or have knowledge of these students; 3) school-based discipline team members responsible for addressing the needs of students with severe problem behavior; and 4) the parents of the students with severe problem behavior. A series of single subject designs will be used to address the research questions, especially as they relate to the problem behaviors of high functioning students with emotional and behavioral disorders. The project will investigate the relationship between functional assessment strategies and information gained from the student in determining function(s) of behavior and the student characteristics (e.g., age and academic skills that are necessary for students to participate in the functional assessment process).

Products: This research will extend knowledge of the accuracy of student information-related problem behaviors of high functioning students with emotional and behavioral problems in school settings. Dissemination activities will include individualized behavior support plans for 30 students, local and national presentations, a World Wide Web page, journal articles, an implementation manual, and annual reports.

Grant Number: H324N990020

An Empirical Investigation of Teachers' Attitudes toward Their Included Students with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will inform and improve the education of included students with disabilities by examining and improving teacher attitudes toward their included students and related teacher-student interactions. Specifically, it will determine which contextual supports and classroom, teacher, and student characteristics are associated with positive teacher attitudes toward their included students and evaluate the effects of an inservice seminar designed to improve teachers' attitudes toward their included students with disabilities.

Method: This investigation will employ a stratified random sample of approximately 16 elementary schools and 224 teachers, involving approximately 5,600 total students — of which approximately 896 are included students with disabilities. Direct observations in a stratified random sample of 12 classrooms will be conducted. A variety of statistical methods (including, but not limited to chi-squares, t-tests, ANOVAs, MANOVAs, simple regressions, and stepwise regressions) will be used to compare teacher attitudes between groups of students and determine which variables are most closely associated with positive and improving teacher attitudes and related teacher-student interactions.

Products: The project will help further understanding of how tolerance theory and a theory of differential expectations apply to inclusive education by testing theory-based predictions. Bulletins, interim and summary technical reports, and program descriptions will be disseminated to all participating schools and eight school districts in the KENT Partnership Network. Conference presentations will be made and a number of articles will be produced for professional journals. A World Wide Web site, linked to Kent State University's College of Education, also will be developed to feature project findings and recommendations.

Grant Number: H324N990028

Integrating Instruction in Self-Determination into Secondary/Transition Special Education Teacher Preparation Programs

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This three-year project will investigate the optimal way to prepare high school special educators and transition specialists so that they will be able to facilitate student self-determination in the transition planning process.

Method: This research project will use a combination of surveys, interviews, observations, and pre-test/post-test measures to determine the best way to prepare teachers. Year I will focus on what is currently being taught to special educators through courses at colleges and universities throughout the United States as well as what special educators currently know and where they learned these concepts and strategies. Year II will focus on integrating this information with current literature on teacher preparation to develop a curriculum for preparing special educators in transition planning and implementation that will include a self-determination component. Year III will consist of field testing this curriculum within the Master's degree concentration in Transition Planning at the University of Nevada, Las Vegas. A single group interrupted time-series design will be used to measure the effectiveness of the curriculum for the preparation of special educators who are competent in facilitating the self- determination of their students.

Products: The curriculum developed by this project will help prepare special educators in transition planning and implementation that encourages self-determination in their students with disabilities.

Grant Number: H324N990029

Special and General Education Teachers' Perceptions, Application and Adaptations of the NCTM's Curriculum and Evaluation Standards for Teaching Math That Improve Math Performance for Secondary Students with Learning Disabilities

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Purpose: This project will investigate special and general education teachers' perceptions, application, and adaptations of the National Council of Teachers of Mathematics standards for teaching mathematics that are designed to improve mathematics performance for secondary students with learning disabilities.

Method: The project involves four studies over a three-year period: two national mail questionnaires and two descriptive case study designs (i.e., in-depth observation and structured interviews). The survey studies will be utilized to investigate national data involving teacher characteristics (e.g., perceptions) and for identifying subsamples for in-depth analysis. Use of case studies will assist with validating survey responses, as well as interpreting and describing statistical relationships (e.g., the nature of modifications needed for students with learning disabilities).

Products: Project-related outcomes and materials include a detailed instructional manual for secondary special and general education teachers that will provide specific strategies, modifications, and adaptations for helping students with learning disabilities. Final reports of project outcomes via referral journals, presentations at regional and national conferences, and seminars for secondary teachers of students with learning disabilities will also be conducted for greater dissemination.

84.324P

Research Institute to Enhance the Role of Special Education and Children with Disabilities in Education Policy Reform

Grant Number: H324P000004

Educational Policy Reform Research Institute

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The Educational Policy Reform Research Institute (EPRRI) aims to enhance the role of special education and children with disabilities in education policy reform, by conducting a five-year program of policy analyses, research, and dissemination involving policymakers, practitioners, parents/families, advocates, and consumers. EPRRI's activities are designed to meet the following five goals: 1) develop "Topical Reviews" that provide comprehensive analyses and policy options on selected topics; 2) conduct "Policy Forums" with key stakeholders to identify, analyze, and validate policy issues on critical topics related to accountability-based reforms; 3) conduct a program of field-based research in collaboration with core states and LEA's and on selected emerging issues; 4) provide a cohesive program of study and mentoring to selected graduate students in education policy and/or special education; and 5) disseminate products of the Institute to broad national audiences using multiple formats.

Method: EPRRI staff at the University of Maryland will work in collaboration with staff of the National Center on Educational Outcomes (NCEO) at the University of Minnesota and with the Urban Special Education Leadership Collaborative at the Education Development Center (EDC). EPRRI's activities will be conducted across three overlapping phases. Phase 1 will focus on analyses of the current state of knowledge regarding accountability policies and practices. In Phase 2, EPRRI will engage in a high-quality program of research conducted within four core study states (California, Maryland, New York, and Texas) and on selected other emerging issues. Phase 3 consists of a varied and strategic dissemination program.

Products: The major outcomes of EPRRI's work will include "Topical Reviews," "Policy Forum" proceedings, case studies, and targeted state and LEA studies. These will be disseminated through multiple formats and a strategic plan designed to reach the broadest of audiences. The research products will be adapted as appropriate to the specific information needs of target audiences and will be available in accessible formats on EPRRI's, NCEO's, and EDC's Web sites. Presentations will be made to national, state, and local audiences.

84.324R
Outreach Projects for Children with Disabilities

Grant Number: H324R990003

CASCADES Project: Creating and Sustaining Change across Diverse Early Intervention Systems

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The CASCADES project is designed to improve the quality of early intervention/early childhood special education services through a systems-level change approach. Three systems changes will provide the substance for this outreach project: linking assessment, intervention, and evaluation; adopting a naturalistic approach to intervention; and promoting meaningful inclusion of families.

Method: The project's two major components are: 1) training, to continue the efforts of the previously funded demonstration project which focused on implementing proven models in assessment and intervention, and 2) product development, to design, produce, and distribute high-quality training materials and products to ensure long-lasting impact of training. Training and technical assistance will be provided to at least 10 individuals in each of 9 states. These individuals will include administrators, coordinators, family members, and interventionists. These individuals will become Stakeholder Trainers and will be provided with information and follow-up support so they can pass along the learned information to produce systems-level change.

Products: Through adoption of a train-the-trainer model, the project's direct impact will be disseminated to other personnel and sites. Training materials will be distributed to provide trainers with structure and support as they increase and sustain knowledge at training sites. These training materials will include videotapes, manuals, and assessment products for each of the three systems change concepts. Some of the training materials will be made available in Spanish. In addition, project findings will be disseminated through presentations at conferences and publication in appropriate journals and book chapters.

Grant Number: H324R990005

National Interagency Coordinating Council Parent Leadership Support Project

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Beginning Date: 5/01/99
Ending Date: 4/30/02

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Purpose: The Federation for Children with Special Needs has developed a parent leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas of concern, including Part C of the Individuals with Disabilities Education Act, leadership and constituent representation, understanding organizational systems, data collection, and using personal experiences to amplify policy issues.

Method: The project model supports leadership development in three key areas: a national Leadership Institute designed to afford participants a replicable model of leadership support and training, technical assistance to states participating in the institutes to support their respective leadership events, and ongoing technical assistance to states engaged in leadership development activities. The project will provide support through on-site, in-depth training aimed at skill building and knowledge development; it will provide a compendium of resources related to parent leadership on state interagency coordinating councils (ICCs); and it will establish peer leadership networks. These and additional support services and products will be extended to teams and individual parents and professionals throughout the country.

Products: As a result of the project, ICCs will be better able to meet parent training needs and will be better able to recruit parent leaders from the field. A strengthened and diversified parent voice will have a more effective impact on policy development related to services for young children and their families. Parent participation in leadership roles in other educational and service settings will increase.

Grant Number: H324R990006

Partners Plus Outreach — Respite, a Part C Family Support Service

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The purpose of Partners Plus (PP) Outreach is to replicate a family-centered model designed to expand respite care (temporary child care) options for families of young children with disabilities ages birth to three through training of families and caregivers, and to increase awareness of and use of the Partners model and its products through dissemination activities.

Method: PP Outreach uses a four-step process that begins with selection of replication sites. Local planning groups (LPGs) plan for replication to ensure that the unique needs of their communities are met by the model.

PP Outreach provides continual support and technical assistance to LPGs through their implementation and evaluation of the model. In training, family and caregivers learn about caring for children using their daily routines, discover the challenges children with disabilities experience, and develop skills to build successful long-term partnerships with each other. After training, families and caregivers receive continuing support as they interview each other, participate in individualized training, and work together in respite. Using a local planning group to plant support, replication promotes community partnerships among families, early intervention providers, LEAs, and others and begins to build a community home for the model.

Products: PP Outreach has created four manuals to help families and caregivers develop respite relationships to help communities replicate the model. These products provide communities with a step-by-step process for creating Partners programs in their localities and help families and caregivers develop individualized training.

Grant Number: H324R990008

The Development of Therapy-Teaching Model: Outreach for Troubled Children and Teens through a Regional Trainers Network

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The purpose of this outreach project is to assist educational and other agencies in implementing Developmental Therapy-Teaching, a proven educational model for students with severe social-emotional-behavioral disabilities (SEBD) in inclusive, partial, or special education settings. This will be accomplished by providing in-depth outreach services to selected states, local agencies, and individuals to facilitate the effective replication of the model by leadership personnel who are currently responsible for supervision/coordination of programs serving these students. By focusing on leadership skills, a supportive, dynamic national network of skilled personnel will be established which will continue beyond the funding of this project, for independent model outreach activities and new replications.

Method: Specific project tasks are: training trainers (12 leadership individuals will be certified to provide inservice training to others); site development for model replication (96 personnel will be trained at 12 replication sites to use model practices effectively and to implement the practices with students with SEBD to achieve specified IEP social-emotional goals); and a trainers network, which will use graduated trainers to provide outreach for model implementation to nine additional sites and 144 students with SEBD.

Products: Awareness materials will be disseminated to about 1,500 individuals on the needs of students with SEBD and how model practices can be used to meet these needs. Total outcomes for this project will be 12 sites replicating the model with fidelity, 12 certified trainers, 168 trained personnel, and 252 students benefiting directly. It is anticipated that the certified trainers will continue outreach activities independently after the grant funding period and that trained personnel will continue to provide exemplary services to new groups of students annually.

Grant Number: H324R990009

SPIES Outreach: Curriculum and Internet Support for Use of Naturalistic Intervention Strategies with Young Children with Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project will increase the capacity of agencies and institutions to teach naturalistic intervention strategies, will increase the capacity of agencies whose missions include technical assistance and dissemination of information, will build the capacity of individual participants to use naturalistic intervention strategies with young children with disabilities, and will build the capacity of family members and others to participate effectively as team members in development of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).

Method: The project will accomplish its goals by disseminating a validated curriculum, Strategies for Preschool Intervention in Everyday Settings (SPIES), which is designed to teach adults to use strategies of demonstrated effectiveness, collectively termed naturalistic instruction, as they serve young children with disabilities and their families. The project will nationally disseminate the curriculum to agency personnel and faculty of institutions of higher education and to partner agencies such as Parent Training and Information Centers and Regional Resource Centers. The project will also disseminate an adapted SPIES curriculum via the Internet to family members and regular educators, and it will develop and provide support procedures to enhance the probability that adults successfully use the strategies with young children with disabilities. Dissemination of the SPIES curriculum is intended to ultimately benefit five different participant groups: preservice early childhood and early childhood special education students; Head Start personnel; child care personnel; local education agency preschool personnel; and IEP/IFSP team members, especially families of young children with disabilities.

Products: At least 495 individuals will learn to use naturalistic intervention strategies, and these individuals are estimated to serve a total of at least 9,900 children. At least 620 individuals are expected to access the Internet curriculum. Also, partner agencies are expected to refer at least 25 additional sites to the project.

Grant Number: H324R990012

Family Enhancement Outreach Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The Family Enhancement Outreach Training Project will focus specifically on promoting competencies in practitioners to assume the types of roles needed to be responsive to the individualized needs and priorities of families. Implementing these competencies requires significant expansion in the roles that early intervention practitioners assume in their work with infants and toddlers and their families. The project will use a family-centered assessment and intervention model that evolved from model-demonstration and research projects focused on the best ways to support and strengthen family functioning.

Method: The outreach training model will use a collaborative, multidisciplinary team training context to promote interventionists' skills in ways consistent with the evidence and procedures derived from studies of other successful models. Onsite training will be conducted in the context of the multidisciplinary teams that provide services. Parents of young children with developmental disabilities or at risk for developmental delays will participate as integral members of the early intervention team, promoting family involvement in all aspects of early intervention programs.

Products: As a result of working with early interventionists and parents participating in the outreach training, the project will contribute to knowledge about family-centered intervention practices. The Family Enhancement Outreach Training Project is expected to produce positive results in the range of training opportunities and the number of persons served by such programs. The project will develop a manual for use in replicating the training model for promoting the competencies of early intervention practitioners. Project results will be presented at professional conferences and distributed through national clearinghouses.

Grant Number: H324R990018

Making the Right to Communicate a Reality for Children with Severe and Multiple Disabilities: Outreach II

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: This project will address the needs of the young child with severe and multiple disabilities who is not able to use speech, manual signs, and high-tech communication devices. The goal of this project is to disseminate effective alternative communication intervention strategies to early childhood professionals, parents, and speech-language pathologists across the nation in a manner that will promote long-term impact.

Method: The project constitutes the second phase of a recently completed outreach project that has targeted communication intervention in the early childhood population. It will directly train professionals and family members who are involved with nonverbal children, birth to eight years old, who experience severe and multiple disabilities that impact upon communication skills development, such as severe mental retardation, sensory impairments (including deaf-blindness), autism spectrum disorders, and severe orthopedic impairment. The training, which will include the area of presymbolic communication, is three-tiered. Level I training workshops, conducted in six targeted states, will reach up to 900 participants. Level II training, reaching up to 75 participants, involves intensive long-distance training using videotapes and a trainee support network. Level III involves a trainer-of-trainers workshop for those who successfully complete the first two levels of training and includes up to 75 participants.

Products: This project will work to increase knowledge of appropriate communication intervention for children with multiple disabilities, to improve communication intervention skills of target children, and to teach communication intervention strategies to other professionals and parents. Access to a cadre of regional experts will be available to help staff and families encourage communication in target populations. This increased knowledge will also assist parents to ensure continuity of communication intervention for their children throughout the school years.

Grant Number: H324R990022

Regional Collaborative on Positive Behavior Support

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Beginning Date: 7/01/99
Ending Date: 6/30/02

OSEP Contact: Ray Miner
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Purpose: The purpose of this outreach program is to improve the outcomes for young children, adolescents, and young adults who have challenging behavior and who live in the tri-state area of Pennsylvania, Virginia, and West Virginia and two regional resource centers (Great Lakes and Mid-South).

Method: The project will strategically expand outreach on individual, classroom-based, building-based, and district-wide systems of behavioral support. The project will replicate and expand positive behavioral support curriculum and training, it will build the capacity of education agencies to provide behavioral support, and it will serve as a national model for future outreach activities. A regional collaborative approach will be used because it builds on the capacity of the consortium and expands the impact within the consortium and to states within the two regional resource centers that host consortium member states.

Products: The project will develop and disseminate relevant information and provide intensive training and technical assistance across selected states within the tri-state region and regional resource areas. The training and technical assistance provided will positively impact the development of effective preservice and inservice personnel activities and will also foster the development of policies conducive to further embedding positive behavior support approaches within each state's educational policies.

Grant Number: H324R990023

SpecialCare Outreach: A Project to Increase Natural and Inclusive Child Care Placement Options for Children with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

OSEP Contact: Peggy Cvach
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Purpose: The purpose of SpecialCare is to increase the natural and inclusive child care placement options within the context of the individualized family support plan (IFSP) or individualized education plan (IEP) for children with disabilities from birth to five and their families through these four goals: 1) to coordinate activities with

Part C, child care licensing, referral, and state education agencies; 2) to replicate the SpecialCare model of training for home- and center-based child care providers in coordination with local interagency coordinating councils (ICCs) or planning groups; 3) to foster linkages among child care providers, families, and early intervention and early childhood special education services; and 4) to ensure that SpecialCare responds to the needs of families and caregivers.

Method: The project will replicate the SpecialCare model with local ICCs or local planning groups in five to seven communities within three to five states in year one. SpecialCare works through ICCs or planning groups made up of key stakeholders, including families, to provide training for home- and center-based child care providers and to prepare each replication site to continue training after outreach assistance is complete. At each site, local replication trainers will participate in project training to familiarize them with SpecialCare content and methods so that they can carry out training in their own communities supported by project materials and technical assistance.

Products: Two project products, "The SpecialCare Curriculum and Trainer's Manual" and the "Planning Guide for SpecialCare Training," will be disseminated nationally, targeting agencies with responsibility for training child care providers.

Grant Number: H324R990025

Oklahoma First Step Project: Kindergartners on the Path to Prosocial Behavior

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Beginning Date: 9/01/99
Ending Date: 8/31/02

OSEP Contact: Tom Hanley
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Purpose: This outreach project will assist teachers and parents in Oklahoma by replicating a proven secondary prevention model for anti-social behavior in kindergartners. The "First Steps to Success" program, developed at the University of Oregon, is a joint home and school intervention that helps at-risk children make a successful start in school by teaching them to get along with teachers and peers and to engage in schoolwork. There are three components to the model: an easy-to-implement screening of all kindergartners; a school intervention involving the child, peers, and teachers that teaches a prosocial pattern of school behavior; and a home intervention that enhances parents' ability to support and improve their child's school adjustment and performance.

Method: The project will implement and institutionalize the model intervention in urban, suburban, and rural districts with 24 kindergartners during the first two years. Schools will be assisted as they incorporate the intervention in their existing programs, and technical assistance will be available for up to a year after funding. Workshops will be offered in six rural regions of the state, with subsequent technical assistance. Additional training will be provided to participating teachers during week-long summer institutes.

Products: During the third year, the project will focus on dissemination of the model throughout Oklahoma. Other dissemination activities include: development of a web site that features access to assistance, project outcomes, and products; collaborative presentations at conferences that will reach a variety of stakeholders; and distribution of publications to publicize and highlight examples of implementation and outcomes in Oklahoma.

Grant Number: H324R990032

Outreach Project on Implementing Best Transition Practices in Post-Secondary Settings for Students 18-21 with Significant Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: This outreach project will provide technical assistance to Maryland school systems to promote the creation and improvement of comprehensive programs and individual support systems in postsecondary settings for students with significant developmental disabilities, aged 18-21, who are still receiving services from the public school system.

Method: The project staff from the University of Maryland, working in conjunction with personnel from the Maryland Transition Initiative and the Division of Special Education of the Maryland State Department of Education, will document, compile, and disseminate, both statewide and nationally, information regarding best practices and implementation strategies for supporting individuals with development disabilities in postsecondary settings. Project staff will facilitate networking between existing programs and emerging programs and will provide on-site technical assistance to local school systems interested in revising or implementing postsecondary programs or individual support services. Training will be provided to project participants in accessing the project Website to ensure continuous networking and information sharing.

Products: Training and dissemination activities will include: conducting statewide workshops; producing a variety of written materials (working papers, fact sheets, monograph) dealing with implementation guidelines, fiscal and policy issues, and program evaluation strategies; and creating a project World Wide web site.

Grant Number: H324R990042

Outreaching Locally Proven Transition Practices Through Regional University and LEA Networks

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will improve outcomes for youth with disabilities by outreaching exemplary and locally proven transition practices. It will support the goals of IDEA by infusing self-determined, outcome-oriented, and curriculum-referenced transition practice into preservice and inservice programs in the Great Lakes Region.

The project will provide valuable information on using institutions of higher education to create partnerships among preservice and inservice providers and model local education agencies (LEAs) to implement exemplary transition practices and models.

Method: The project will develop Regional Cross-Training Partnerships at the University of Toledo and Kent State University consisting of preservice, inservice, school-to-work, professional development and parent/student advocacy and training agencies to identify exemplary transition practices for implementation in each region. The project will also develop three model sites in each region to pilot these transition practices/models with the support of regional cross-training partnerships and LEA stakeholder teams.

Products: The project will disseminate, infuse, and replicate locally successful transition practices through university-sponsored regional conferences and follow-up training at model sites. The project will be replicated in two other Ohio and Great Lakes universities, and manuals will be developed for administrators and educators on successfully replicated practices.

Grant Number: H324R990044

ENRICH Outreach

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: The purpose of this project is to provide outreach and assistance to early intervention providers in implementing the ENRICH model of early intervention service delivery. The ENRICH model is a community-based, family-driven, transdisciplinary model that integrates therapeutic strategies into children's daily life activities.

Method: The ENRICH model has significantly benefited Part C-eligible infants and toddlers who have motor disabilities and their families through demonstrated gains in child independence and parent feedback on satisfaction surveys. ENRICH will work with sites within the states of Colorado and Wyoming during the first year. Additional sites will be selected for the following years. The project will work collaboratively with early intervention providers in Colorado and Wyoming to provide training on the ENRICH model. Training will incorporate distance learning via teleconferencing, mentoring, and demonstration of ENRICH techniques.

Products: Presentations will be offered at national, state, and regional conferences. Articles describing the ENRICH model will be submitted to early childhood/early intervention journals. The ENRICH World Wide Web site will be developed to disseminate information. Finally, the ENRICHment Guide will be furthered developed and published to describe computer software that can be used by therapists to help them focus on the subject's life situation and stage of development. The software will provide treatment options in parent-friendly language and format, specifically designed for typical environments.

Grant Number: H324R990045

Project KITE Outreach (Kids Included Through Technology Are Enriched)

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The KITE (Kids Included through TEchnology) model is designed to foster inclusion of children with disabilities in culturally sensitive ways through the use of assistive technology. The project focuses on children, ages 3-8, from low-income backgrounds and from a variety of cultures.

Method: The KITE model includes four components: teaming, training, technical assistance, and technology access. Teams focus on a young child with disabilities and include the child's parent, teacher, and a special services provider who participate in KITE training. Technical assistance is provided to the teams. Children have access to computers, software, and assistive technology devices during and after training.

Products: KITE products include brochures in four languages, a training curriculum, a handbook for teachers, and a videotape for parents around the theme of including young children in natural settings with technology. Outreach KITE will replicate this model in new geographic locations with diverse populations and will train selected teams to replicate the model in additional sites.

Grant Number: H324R990047

Progress in Outreach Providing Reasonable Outcomes on Growth to Evaluate Students and Systems

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Beginning Date: 8/01/99
Ending Date: 7/31/02

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Purpose: The purpose of this outreach grant is to train teachers in the replication of a proven, research-based model to improve services for students with disabilities using curriculum-based measurement to evaluate instructional outcomes. It integrates four educational objectives into a model of intensive training and effective replication in other schools across the state.

Method: The model selected for outreach includes teacher and paraprofessional training in curriculum-based measurements and replication of the model in different districts using expertly trained teachers. This project will result in the training of 48 teachers and 48 paraprofessionals in the implementation of curriculum-based measurement in their classrooms, with 24 of these teachers having the experience and knowledge to independently conduct training of others. Three cohort groups of teachers will be trained during the project. During the third year of the project, teachers from the first cohort will replicate the model in their own districts.

Products: Teachers trained by this project will continue dissemination activities well beyond the grant. Parents and other school personnel will also benefit from the training, thus extending the outreach of the project after the completion of funding. Preparation of products such as sample Individualized Education The project's training materials will be useful to parents, administrators, teachers, and students with disabilities, and wide dissemination of information and materials will take place through current technology; training materials; university publications; and presentations at local, state, and national conferences.

Grant Number: H324R990066

Expanding the Circle: Improving Outreach Services to American Indians with Disabilities in Rural Minnesota in Preparation for Postsecondary Education

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: This project represents a collaborative effort to promote the successful transition of American Indian students with disabilities to postsecondary education settings. Using effective practices and strategies developed as a result of the Circle of Learning project, this outreach project will expand the application of practices to five American Indian reservations in Minnesota. The project will serve as a model of services for those who wish to implement a culturally appropriate, non-threatening approach to successful transition and it represents one of the first efforts to merge the concept of transition services with that of cultural traditions of American Indian students.

Method: The project will provide several types of coordination and facilitation, technical assistance, and training services that will advance the overall goal of improving the postsecondary education outcomes of all American Indian youth with disabilities. To accomplish this goal, project staff will provide several types of services, including: 1) capacity-building through a cadre of American Indian outreach trainers, 2) training and ongoing technical assistance services for secondary case manager and postsecondary staff, 3) training implementation for American Indian students with disabilities, and 4) product development and information dissemination designed to reach all tribal colleges in the country.

Products: Information about the program will be disseminated to a variety of national and state sources, including general academic institutions as well as all the tribal colleges in the nation, state social service agencies, and consumer and parent advocacy organizations. Dissemination methods will include printed materials; a Website; and presentations at regional, state, and national conferences.

Grant Number: H324R990068

Reading Strategies Online: An Outreach Model for Linking Teachers to Research-Based Instructional Practices

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The purpose of this outreach project is to translate, into a computerized format, instruction for teachers on three reading comprehension strategies that have been validated by the University of Kansas Center for Research on Learning (UK-CRL). The only current method for teaching these strategies is a series of workshops, which reaches only a fraction of those teachers who work with adolescents with reading disabilities. This project will convert the training sequence and related learning activities into modules that can be accessed through an online or a CD-ROM format.

Method: Making the validated reading strategies available online or on CD-ROM will afford several advantages to teachers, including: the ability to access the instructional modules at times most convenient to them; the ability to review the instruction in its original form as often as needed, until mastery is achieved in the application of the targeted strategy; self-assessment activities built into each segment of the module to provide meaningful feedback to the teacher during the learning process; and accessibility of assistance through a troubleshooting section and through live e-mail.

Products: The project will enable teachers to readily access the systematic training in the three targeted reading strategy packages validated by the UK-CRL. A conceptual module or template for preparing instructional modules on validated interventions will be made available to other developers and researchers, and will help close the gap between research and practice in special education. As a result of the project, potentially thousands of students with disabilities will be provided with instruction in reading comprehension strategies, which in turn will help them to improve their grades and give them better access to the general education curriculum. This, in turn, will make them more likely to graduate from high school and enroll in additional training or education.

Grant Number: H324R990071

Through Shared Windows: A New Model for Assessment

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Beginning Date: 7/01/99
Ending Date: 6/30/02

OSEP Contact: Glinda Hill
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Purpose: The Through Shared Windows Outreach Model addresses the need to provide available, innovative early assessment processes and intervention strategies for children who need critical support for early learning that reflects current knowledge. The project is based on an observational assessment process that uses shared frames of reference from multiple fields to address the supports for and interferences with a child's performance.

Method: This project will offer in-depth training in the observational assessment of young children. The model offers a process for meeting children and families, hearing the families' perspectives and involving them as full team participants, observing children in multiple settings and making inferences from these observations, reaching team consensus about the meaning of observations and inferences, and making practical suggestions for supporting a child's performance and development. The Performance Competence Framework set up by the project will lead teams to consider multiple areas affecting the child and also serve as an oversight function.

Products: The project will develop products in multiple formats that include videotape, a training manual, experiential activities, and inservice and preservice training materials. The outreach project will be able to train and support large numbers of professionals and family members through distance education and telecommunications supports. Approximately 10,000 children and families will benefit from this training. The project will also provide support to states to incorporate this model and the training strategies into their own state training systems. Personnel in partner states will be able to better assess the performance of children and to plan interventions.

Grant Number: H324R990074

Development of a National Network of C-Print Service Providers

Project Director: Stinson, Michael S.
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Beginning Date: 8/01/99
Ending Date: 7/31/02

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Purpose: This partnership between a research and development group at the National Technical Institute for the Deaf and the San Diego (California) City Schools will develop a national network of trainers and service providers for a real-time speech-to-print transcription system that can be employed as a support service for deaf and hard-of-hearing students. There appears to be a large pool of potential C-Print captionists, but training is now largely limited to the northeast United States.

Method: This project will work to increase the availability of C-Print support services to deaf and hard-of-hearing students across the country by training: ten C-Print trainers in a national network and in ten geographically diverse sites; 105 captionists nationwide; and a second C-Print master trainer. It will evaluate the effectiveness of a national network of C-Print trainers and captionists by training seven site facilitators in four states to oversee local delivery of C-Print services, and by developing troubleshooting and local practice manuals for site facilitators, certification requirements for C-Print captionists, and mentoring practices for C-Print trainers. The C-Print system employs a laptop computer and uses ordinary word processing software, which is aided by a computerized abbreviation system to substantially reduce keystrokes. The system is designed for use by typists with reasonably fast typing speeds who undergo approximately a month's training with the abbreviation and text condensing systems.

Products: This project will disseminate information nationwide about C-Print and training opportunities by developing a C-Print World Wide Web site and developing marketing materials in paper and electronic formats.

Grant Number: H324R990078

Philadelphia Inclusion Network

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This outreach project will further knowledge of effective strategies for including children with disabilities in natural environments, including child care and community resource settings by: 1) replicating a successful training model, the Philadelphia Inclusion Network (PIN) in urban child care settings; and 2) extending this model to include staff who work in family day care settings and in community settings such as libraries, recreation centers, playgrounds, etc.

Method: The project will build local capacity to provide inclusive child care and opportunities for young children with disabilities and developmental delays and their families to participate in the variety of community settings that are accessed by typically developing children of the same age. Capacity will be built by: 1) increasing the number of child care centers that include children with disabilities by training 360 child care center staff in Philadelphia and 120 staff in Pittsburgh; 2) building capacity of family day care providers to include children with disabilities by developing and implementing a training program specific to family child care and by providing training for a minimum of 70 providers; and 3) increasing opportunities and capacity for young children to participate in the non-educational natural settings in their communities by developing and implementing training for a minimum of 40 community resource staff. Primary features of the PIN model include: 1) neighborhood-based training and networking; 2) individualization of training course curriculum based on self-assessment, structured observation of center classrooms, and discussion with center directors or supervisory staff; 3) a longitudinal and individualized training program that includes 10 2-hour sessions and on-site consultation visits; 4) completion of an in-depth instructional unit that focuses on adaptations for children with disabilities; 5) evaluation of the impact of staff participation on the quality of care and education provided in each classroom; and 6) voluntary participation in additional follow-up sessions that focus on materials and adaptations for children with special needs.

Products: Project results will be disseminated within Pennsylvania and to other major cities across the country through the distribution of training materials and packages. A quarterly newsletter will be produced, one article per year about the training project will be published, and information about the projects will be disseminated at state and national conferences.

Grant Number: H324R990079

TaCTICS: Therapists as Collaborative Team Members for Infant-Toddler Community Services

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Beginning Date: 10/01/99
Ending Date: 6/30/02

OSEP Contact: Peggy Cvach
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Purpose: This outreach project will address the challenges associated with delivery of recommended infant-toddler practices by providing "how-to" information for teams of family members, physical therapists, occupational therapists, speech-language clinicians, early interventionists, and administrators. TaCTICS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: The training content and procedures for this outreach model build on previous validated models and consist of four discrete, replicable, and interacting components developed and presented by a team of direct service providers (parents, speech-language pathologists, occupational therapists, physical therapists, and early interventionists). The program components are: 1) routines-based assessment in natural environments; 2) linking assessment to intervention through team planning; 3) using daily routines as a context for intervention; and 4) involving care providers in teaching/learning. These components have been demonstrated to be effective and are supported by print and video materials, allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self-identified needs.

Products: Outreach training and follow-up assistance will be provided to four new outreach sites per year, for a total of at least twelve programs, with an estimated impact on 225 inservice professionals and 750 children and families. Dissemination activities in collaboration with the state agency's training unit are expected to impact at least 50 agencies and 500 inservice professionals.

Grant Number: H324R000007

Expressive Arts Outreach

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Expressive Arts Outreach (EAO) has three goals: 1) integrate and replicate the Expressive Arts (EA) model based on developmentally appropriate experiences in the expressive arts into developmentally appropriate experiences in the expressive arts, with an emphasis on visual arts, into early childhood programs for children ages 3 to 8 with a wide range of disabilities; 2) enhance the knowledge and skills of families, professional staff, and early childhood decision-makers so they can effectively use developmentally appropriate art activities with young children and adaptations for children with severe disabilities; and 3) serve as a national resource and information exchange for art-related materials and products for youngsters with disabilities.

Method: Project resources focus on providing experiences in the expressive arts used in the general curriculum to a traditionally underrepresented segment of the population: young children with disabilities. Objectives include awareness; replication; product development, revision, and dissemination; training and consultation; and participation in cooperative activities. Six sites have requested replication, and 19 sites will continue the model. Trainees include families, early childhood personnel, therapists, and other personnel identified in IDEA. Training outcomes are measured according to competencies in conducting art activities for young children. The EA model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities are part of the planning, implementation, and evaluation process.

Products: A comprehensive dissemination plan includes satellite broadcasts, a World Wide Web site, and more traditional modes such as conference presentations, brochures, and articles. Products include training modules, videotapes on current technology adaptations used by children, the "ArtExpress" curriculum, and software to support curricular objectives and document child progress. Both low-tech and high-tech adaptations are incorporated into the curriculum.

Grant Number: H324R000008

Ladders To Literacy Outreach Project: Supporting the Early Literacy Development of Young Children with Disabilities

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Purpose: The goal of this project is to assist EC and ECSE staff, related services personnel, and families in supporting the early literacy development of young children with disabilities, preparing them for later formal literacy instruction. The project will replicate and disseminate a validated intervention model specifically designed to support the early literacy development of young children with disabilities in inclusive settings. The project will train parents and early childhood (EC) and early childhood special education (ECSE) professionals and paraprofessionals to replicate the model's innovative early literacy approach.

Method: The model draws from theory and research on early literacy development and on activity-based, child-responsive intervention approaches. The project will expand the model's home literacy component to strengthen family-professional collaboration. The project will offer training on: 1) classroom activities designed to facilitate early literacy and language skills; 2) strategies for individualizing instruction to meet the needs of teaching all children, including those with disabilities in inclusive settings; 3) home-based literacy activities for families; 4) guidelines for early literacy and language assessment; 5) development of individualized education programs (IEPs)/individualized family service plans (IFSPs) in the area of early literacy; and 6) an overview of theory and research on early literacy and language development and intervention. The project training approach will draw from adult learning principles that emphasize interactive discussions, practice activities, and provision of follow-up opportunities for feedback and reflection on practical applications. Specific methods and content of the training will be customized to meet the individual needs of sites. A total of 16 sites will be trained. Each new trainer (staff-parent) team will train at least one additional site.

Products: A number of products will be made available to sites including the "Ladders to Literacy: A Preschool Activity Book," additional classroom and home materials developed for facilitating home-school collaboration, assessment and observation forms, and a trainer's manual.

Grant Number: H324R000015

Building Effective and Successful Teams: Outreach

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Purpose: This project will disseminate an effective model of inservice training and technical assistance. The Building Effective and Successful Teams (BEST) model has been successful in encouraging the transference of information from inservice training to the classroom.

Method: The Building Effective and Successful Teams (BEST) model has three innovative features: 1) the training occurs with on-site teams; 2) organizational commitment to support change is required; and 3) the impact of training is evaluated. The BEST model is an umbrella under which a series of curriculum topics are included. These topics were selected on recommendation from early childhood literature in best practice and current research; topics include: 1) team development; 2) activity-based instruction; 3) early literacy; and 4) working with challenging behaviors. The BEST model is particularly valuable in smaller, more rural locations where other training resources may be less accessible. All curriculum materials are prepared in a format that is easily read and assimilated. The curriculum packages have been field-tested with groups of individuals with varying levels of education and knowledge of English as a first language. The training modules have been translated into Spanish because of the wide demand and use of these materials in locations where personnel or parents are Spanish speaking. Members of teams who are of Native American descent have given input to the project to determine the cultural appropriateness of team activities and teaching strategies.

Products: The training modules will be disseminated in a variety of geographic regions and community sizes. The inservice training materials will be adapted to the World Wide Web to enable a wider audience of educators and support personnel to access the modules to ensure that larger numbers of educators and service providers have access to the materials and to assist them in bringing best practice to classrooms.

Grant Number: H324R000019

Multicultural Early Childhood State Leadership Training

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Purpose: A technology-based outreach project will be developed to assist state-level family/professional leadership teams in developing and implementing statewide personnel and program development initiatives which infuse cultural competence in early childhood programs. Two change factors have created a critical need for Multicultural Early Childhood Team Training (MECTT) state outreach. The first is the increasing cultural diversity of families in the United States. The second is the adoption of the recommended practice of family-centered service delivery for families with young children with disabilities. To successfully involve families in their young children's education, early childhood programs must become culturally responsive in working with all families in their communities. This project will assist states to address these needs through participation in leadership training, ongoing distance learning, and development of action plans.

Method: The outreach project's objectives are: 1) to prepare state-level family/professional leadership teams to infuse cultural competence in early childhood programs, using a proven model; and 2) to provide ongoing technical assistance for leadership teams with an interactive technology-based delivery system. The project will target 12 state leadership teams representing early childhood programs in Parts B and C of IDEA. The states will identify team members that represent providers, families, and the diverse communities in their states. Teams must include diverse parents and early childhood professionals including preschool coordinators, CSPD coordinators, Interagency Coordinating Council members, staff development coordinators, program coordinators, and parent liaison specialists. Team members will also represent the major state agencies serving families with young children with disabilities. Parent/professional partnerships are modeled throughout all aspects of the project — staffing, program development, and training delivery. The project will provide planning consultation, a Leadership Training Institute for the teams, and ongoing state-of-the-art information via interactive video-teleconferencing and web-based technology.

Products: The project will provide ongoing training and technical assistance for 12 state leadership teams, using field-tested materials applicable for use with a broad range of culturally, ethnically, linguistically, and ability diverse communities. The technology-based delivery system will increase the impact of the project, and its accessibility to diverse populations.

Grant Number: H324R000024

Mediated Learning in Diverse Communities: Promoting Developmentally and Educationally Appropriate Practices with Underserved Populations

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Purpose: This project will disseminate a validated intervention model (Mediated Learning) specifically designed to facilitate the development of young children with disabilities in inclusive settings. This final dissemination phase targets traditionally underserved sites, particularly sites in Asian communities, providing materials and information to assist staff in serving families who speak English as a second language, and training trainers who can continue disseminating the model after the project has ended.

Method: The Core Materials of the Mediated Learning Program include: 1) 200 detailed daily activity plans; 2) guidelines for three levels of challenge for key activities to allow children with a range of developmental levels to participate successfully in heterogeneous groups; 3) guidelines for assessment; 4) guidelines for using the curriculum model as a complete program or in conjunction with existing practices; and 5) guidelines for classroom and staff organization. In addition to presenting Core Materials, training will include Support Components designed to augment and generalize the information included in the Core Materials. These include information about: 1) identifying and maximizing "teachable moments" during child-directed activities; 2) methods for involving typically developing peers in interactions; 3) cultural competence considerations; 4) the importance and use of play in intervention; 5) developing individualized education programs (IEPs)/individualized family service plans (IFSPs) within the framework of the model; 5) interdisciplinary collaboration in curriculum use; 6) positive behavior support components within a developmental framework; and 7) materials and methods for working with parents who speak English as a second language to help the parents facilitate language development at home in the heritage language. The project will also include Implementation Components designed to maintain high quality implementation at sites. These components include: monitoring by project staff geared specifically to the needs of sites, peer coaching training, and development of an electronic communication network to facilitate communication among users across sites. Target audiences for the model include Head Start programs, center-base school district programs, and community-based child-care facilities that serve, or wish to serve, young children with disabilities.

Products: Several Replication Components will allow the model to be self-supported by the end of the project. These components include: 1) training on-site +trainers; 2) refinement of print and video materials to support model implementation; and 3) public awareness activities to inform potential sites of availability of the model. The project will replicate the validated model at seven sites in year one, seven additional sites in year two, and at least four additional sites in year three.

Grant Number: H324R000029

Career and Life Options for Youth with Severe Emotional Disabilities and Mental Illness

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Purpose: This project aims to replicate components from a school-to-adult life transition model serving adolescents with severe emotional disabilities, a population that has posed substantial challenges to school systems nationwide. The program, entitled the "Career Transition Project (CTP)," demonstrated that comprehensive wrap-around services provided to youth with severe emotional disabilities—when provided by dynamic and flexible case managers—were effective in helping these youth lessen their rates of hospitalization, interaction with the juvenile justice system, school failure, family crisis, substance abuse, and other life barriers. Where CTP interventions were implemented, 85% of participating youth obtained jobs prior to leaving school, 86% achieved their high school diplomas, and 90% of those youth were either employed or enrolled in postsecondary education immediately following graduation, representing positive outcomes for this population.

Method: CTP will demonstrate replicability of the model within three geographically and demographically diverse communities: Baltimore, Maryland, Harrisburg, Pennsylvania, and San Francisco, California. The project will achieve the following: 1) provide direct case management services to 90 youth with severe emotional disabilities (30 in each site, over a three-year period); 2) deliver extensive orientation, training, and support to case managers and to other involved partners, in each site; 3) develop summary reports, articles, and training materials; 4) disseminate this information nationally through publication, presentation at selected conferences, and constituent World Wide Web sites.

Products: Replication of the CTP model will result in case management services provided to 90 youth, development of training materials, and national dissemination of project information.

Grant Number: H324R000030

Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships

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Purpose: Walking the Walk will refine, implement, evaluate, and disseminate strategies and materials for improving the recruitment, preparation, and support of culturally and linguistically diverse individuals through campus-community partnerships. The project will be based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation.

Method: The project will use a participatory approach that involves key stakeholders (families; individuals with disabilities; administrators; faculty members from diverse disciplines at community colleges, universities, and Historically Black Colleges and Universities; students; and practitioners) in every aspect of the project. Salient features of the Walking the Walk implementation plan include: 1) utilizing the expertise of a diverse group of national/state/local Leadership Partners to guide the project; 2) identifying needs, priorities, and support for addressing diversity issues with stakeholders from seven North Carolina replication communities (n=175); 3) providing models, materials, and experiences, including an intensive training institute designed to address diversity priorities for community-based teams of family members, administrators, faculty, students, and practitioners (n=84); 4) facilitating the development of individual and community action plans for addressing diversity issues; and 5) providing technical assistance and follow-up training over an 18-month period in support of the action plans. About 75% of the members of each team will be drawn from higher education settings (n=63), and approximately one-third of those from community colleges.

Products: Based on current faculty student ratios, approximately 1,911 students will benefit from the participation of their instructors. Thus, a total of 2,170 individuals will benefit directly from this project. The outcomes of this project include: 1) increasing the knowledge and skills of faculty related to using innovative instructional approaches to address diversity in personnel preparation programs; 2) building the capacity of early childhood intervention personnel preparation programs to recruit, prepare, and support diverse students; 3) increasing the capacity of graduates of early childhood intervention programs in institutions of higher education (IHEs) to work effectively with diverse children, families, and practitioners in natural environments; and 4) strengthening the linkages among IHEs, community practitioners, and families.

Grant Number: H324R000033

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT-Physicians)

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Purpose: This outreach project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), will replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems. CFIT Outreach will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams.

Method: The CFIT model was developed by Child Development Resources, Inc. (CDR) working in collaboration with the Virginia Academies of Pediatrics and Family Physicians and colleagues at the University of Virginia School of Medicine in response to training needs identified through a survey of physicians and families. Evaluation data provide strong evidence of the efficacy of the model in increasing pediatricians' and family physicians' knowledge and competency as members of early intervention teams. The CFIT model includes three replicable components: State Planning, Introductory Seminars, and Independent Study. The State Planning component involves the development of state leadership planning groups composed of Part C personnel, physicians, and other key personnel to replicate the CFIT model. Leadership planning groups in five to eight states will work with project staff to plan the replication process in their own state. Following State Planning, the Introductory Seminar will introduce physicians to the concepts of: a community-based, interdisciplinary, interagency early intervention approach; family-centered services; and the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible, and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

Products: The project will promote awareness and replication of the CFIT model and its products through dissemination activities. These activities will inform the professional community and families about project services, products, activities, and findings.

Grant Number: H324R000037

A Family-Centered Transagency Team Outreach Program to Improve Services and Outcomes for Children Aged Birth to Five with or At-Risk for Disabilities and Their Vulnerable Families

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Purpose: Most administrators and staff in early intervention and early childhood programs have not been trained to work with children with or at risk for developmental delays. In response to those training needs, Project Transformation will provide training and disseminate information on effective ways to intervene in the child's natural learning environments, to improve services, and to achieve optimal outcomes for children ages birth to five with or at-risk for developmental delays and for their vulnerable families who may have significant socioeconomic and psychological stresses.

Method: The model upon which the project rests is The Family-Centered Transagency Team Model (FCTTM). The model is based upon best practice intervention methods which have shown to improve services and developmental outcomes for children with or at risk for developmental delays and to assist their vulnerable families to stay together and to increase their parenting knowledge and skills. It is also based upon a proven replication training model. The four primary activities for the project will include: 1) public awareness; 2) product development; 3) replication training and technical assistance; and 4) dissemination activities and awareness training. The project will work with 20 replication sites, located in nine states over the course of the project period. In year one the sites will be as follows: one site each in Massachusetts, Colorado, New Hampshire, and Hawaii, and two sites in North Carolina. The replication training provided at each site will involve three to five days of initial training for the administration of the program regarding the implementation of the model, follow-up monthly telephone support for the administrator responsible for the implementation of the model and the teaching and related staff working with the children in the project, two to five days of onsite training and technical assistance within three to four months of the initial training for the administration, teaching and related staff and a post day of consultation to the administrator on the continued implementation of the model.

Products: The project will develop journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCTTM manual. The manual will provide empirically supported strategies for intervening with young children with or at risk for developmental delays in their natural learning environments and for providing support for their families. It will also be written in a self-directed format for providers in other settings to use as a replication guide. Four annual awareness training workshops and presentations will be made at state, regional, and national conferences as well as on the site of early childhood programs.

Grant Number: H324R000039

VIISA Outreach: Outreach Services to Assist States to Replicate an Inservice Training Model for Professionals Working with Infants and Young Children Who Are Blind and Visually Impaired and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will assist states in implementing an Inservice Training Model for personnel serving young children who are visually impaired and their families through the coordinated efforts of state lead agencies and a team of state instructors trained to teach two courses: "Infants & Toddlers," and "Preschoolers in Center-Base."

Method: A national instructor mentors personnel through their first course series. The project helps provide materials for instructors and course participants. Both courses use a format that includes onsite class time with homestudy assignments, practica, and chat sessions. The project provides ongoing technical assistance to states and users. This project is based on the VIISA Project (1991-1994) and its two outreach periods (1994-2000). The objectives of this project include: 1) create awareness of needs of young children who are visually impaired and the resources and training available through VIISA; 2) coordinate all VIISA activities through state lead agencies and consumer groups via a task force; 3) enhance capacity of states to provide VIISA training through state training teams and by providing support through technical assistance; 4) provide training to personnel on use of effective practices and resources with young children who are visually impaired; 5) pilot use of mentors for course participants in one state a year, evaluate its effectiveness, and then disseminate results; 6) develop and disseminate resources and training materials for instructors and service providers; and 7) evaluate effectiveness of training and materials with states, instructors, interventionists and families, then make needed changes as appropriate.

Products: The project will assist three new states in putting the inservice model into place; assist three states in incorporating the mentor piece into training; and provide technical assistance to 20 states. About 380 individuals will receive training each year, impacting the lives of 1,320 children yearly. The project will update training materials and produce new resources.

Grant Number: H324R000044

Future Bound: An Outreach Project to Promote Post-Secondary Transition Opportunities for American Indian Youth in Minnesota

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Purpose: This project represents a collaborative effort on behalf of the Minnesota Department of Children, Families, and Learning (CFL), the Institute on Community Integration (ICI) at the University of Minnesota, and selected high schools and postsecondary education programs to promote the successful transition of American Indian students with disabilities into postsecondary education settings within Minnesota. Using effective practices and strategies developed from the "Circle of Learning" project, a model and demonstration project conducted by ICI, the project will expand its application to American Indian high school students with disabilities in Minnesota.

Method: Principal partners in this effort include the Indian Education Division of CFL, ICI, the Fond du Lac Tribal and Community College, and all reservation schools in Minnesota. Project activities will be supported by a Project Advisory Committee that will include American Indian tribes and communities of Minnesota, Yellow Medicine East ISD #2190, Upper and Lower Sioux Communities, Fond du Lac Tribal and Community College, Shakopee Sioux Community, Prairie Island Community, and Leech Lake Tribal College. Project staff will join in a collaborative effort to provide several types of services, including: 1) building capacity by creating a cadre of trained American Indian education staff who will support "Future Bound" program activities for students; and 2) conducting product development and information dissemination activities that will reach all 30 tribal colleges in the nation.

Products: Because much of the ongoing technical assistance must be conducted in remote rural areas, contact with students and education staff will be supported by the development of a project World Wide Web site that will include listservs, chat groups, and other information-sharing and dissemination options. This demonstration represents one of the very first efforts to merge the concept of transition services with that of the cultural traditions of American Indian students.

Grant Number: H324R000052

Enhancing the Social Inclusion of Youth with Disabilities: The Yes I Can Social Inclusion Program

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Ending Date: 6/30/03

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Purpose: The University of Minnesota's Institute on Community Integration, in collaboration with disability-related organizations and school districts in five states, has developed an outreach and dissemination project with the goal of enhancing the social inclusion of middle school and high school age young adults with developmental disabilities.

Method: The project will draw upon the "Yes I Can Social Inclusion Program," which was developed and field-tested at the Institute on Community Integration, to: 1) identify local barriers to social inclusion and resources that could be used to enhance outcomes in this area; 2) implement the "Yes I Can Program," in five states and thirty-five communities; 3) train professionals from disability-related organizations within each state to serve as program coordinators; 4) train a cohort of site instructors to implement the program within their schools; 5) provide ongoing outreach and technical assistance to communities adopting the program; 6) evaluate the impact of the program on the social inclusion of participants with disabilities, attitudes and knowledge of disabilities possessed by students who serve as inclusion facilitators, social validity of the program, and other project outreach activities, as well as the cost-effectiveness of the program; and 7) disseminate to key stakeholders information designed to increase their awareness as to the critical role played by social inclusion in adult outcomes for persons with developmental disabilities and the potential of the "Yes I Can Program" and other strategies to enhance outcomes in this area.

Products: In collaboration with other disability-related agencies, this project will assist in developing local capacity and stimulating lasting positive change in the quality of life experienced by young adults with developmental disabilities.

Grant Number: H324R000053

Experiential Outreach for Early Childhood Educators Serving Hispanic Children with Disabilities, and Their Families: A Web-Supported System

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Purpose: The project will conduct, refine, and extend a program of experiential-based outreach and staff renewal, focusing on young children with disabilities of rural, low-income, Hispanic and Native American families.

Method: Elements of a total quality education approach, enhanced by rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving, will be applied to empower early educators to conduct outreach within their own centers and beyond. Participants will be brought in from rural Head Start and Migrant Head Start program activities through three phases of outreach: 1) initiate a process of program self-analysis and renewal; 2) sustain the process by assimilating selected exemplary practices into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. A particular extension focus will be on enhancing familial/cultural home support practices for parents of children with disabilities.

Products: Four outreach initiation sites will be served from rural Migrant Head Start and Head Start centers in the first year. Outreach services will be extended to four to six additional centers or classrooms in each of the two succeeding project years. Telecommunications-based follow-up and support through the project's World Wide Web site will be deepened using the Outreach Solutions Link, a problem-solving protocol that links participants from all sites with each other and with consulting exemplary practices specialists as a pooled practitioner resource.

Grant Number: H324R000064

High School High Tech Goes to College: Proven Strategies for Ensuring Completion of Postsecondary Education and High Tech Career Entry for Students with Disabilities

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Ending Date: 8/14/03

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Purpose: This project will prepare students with mild disabilities for postsecondary education and employment in high tech fields. It will offer the follow-along support needed to ensure postsecondary academic and employment success by providing training and connecting them to the job market on completion of training.

Method: Through collaboration with high schools, the project will help students identify career paths based on meaningful involvement in a variety of occupational experiences and provide them with a broad knowledge and high tech skills acquired through site visits, job shadows, internships, summer Tech Camps, and Career Day activities. Students will be provided with at least four postsecondary options, and juniors and seniors will be given transition planning assistance. Summer college preparation and self-advocacy training will be provided, and past graduates will mentor current students. Summer internships and connection with employers will also be provided.

Products: The project will expand the number of businesses in which students participate through site visits, job shadowing, and internships. It will enhance linkages with postsecondary institutions to ensure access to desired schools and it will support successful completion of postsecondary training through mentorships from project staff, peers, and career professionals. The project will connect students to high tech employment and evaluate its impact on training and employment.

Grant Number: H324R000074

Sports Education Camp for Students Who Are Blind and Visually Impaired

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Ending Date: 8/31/03

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Purpose: The goal of this outreach project is to replicate a proven model for providing opportunities for students with blindness or low vision to participate fully in physical, sports, and recreation activities. Because of their participation in project activities, students will improve their motor skills, their self-confidence, and their ability to interact effectively with others. They also will acquire knowledge and skills at the camp that will enable them to participate more fully in physical education, sports, and recreation activities in their schools and communities.

Their teachers and parents will acquire knowledge and skills that will enable them to support student participation in sports and recreation activities.

Method: The project's goals will be achieved by: 1) replicating and expanding a successful local model program known as the Sports Education Camp for Youths with Visual Impairments (SEC) to nine sites and hosting a total of fifteen camps; 2) developing and teaching a distance-education version of Western Michigan University's Blind Rehabilitation 606 course entitled "Adapting Mainstream Physical and Sports Education for Youths with Visual Impairments;" 3) creating a network of students, parents, educators, and others to promote advocacy and access in sports-related activities; and 4) creating and disseminating products designed to make consumers, parents, educators, and the general public aware of the educational barriers faced by visually impaired students and the methods by which to overcome these barriers. SEC is a week-long residential program in which students 10-12 years of age learn and/or refine basic skills of running, jumping, and throwing. Students 13-16 years of age learn and compete in track and field, swimming, wrestling, goalball, gymnastics, bowling, and lifelong fitness promotion. The procedures and the tools for planning, management, camp operations, and evaluation of the SEC will be used in this outreach project. In Year 1, one camp will be established in each of the four USABA regions. Two camps will be initiated in year two, and three in year three. Each camp will be supported for two years. Camps will be held in the first year at the University of Arizona (Tucson), Cardinal Stritch University (Milwaukee), North Carolina Central University (Durham), and Marshall University (Huntington, WV). In each location, partnerships of university preparation programs, public and residential school programs serving students with blindness and visual impairments, rehabilitation agencies, students, and parents will plan and provide the camps.

Products: The project will ultimately reduce the known barriers to physical, sports, and recreation education for students who have visual impairments. This project's partnership with the United States Association of Blind Athletes (USABA) will aid its continued support after the three-year project period ends.

Grant Number: H324R000084

Missouri Access Recreation Project

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: The overall goal of this project is to create access to inclusive community-based and school-based recreational opportunities for students with disabilities that are consistent with individual interests, talents, and personal lifestyles. This project will improve the capacity of Missouri recreation providers (e.g., Parks and Recreation Programs, YMCAs) and school personnel (e.g., physical education instructors, coaches, club advisors) to provide accommodations and supports to students with significant disabilities that facilitate their inclusion in extracurricular, cultural, leisure, and recreational activities. In addition, this project will work closely with students with disabilities and their families to explore personal recreational interests and to access activities that are consistent with individual interests, talents, and lifestyle choices.

Method: To achieve this goal, the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD), the Recreation Council of Greater St. Louis, the Access Recreation Group, Missouri Parents Act (MPACT), and the Missouri Parks and Recreation Association (MPRA) have developed a collaborative partnership to create the Missouri Access Recreation Project. The project will demonstrate how students with disabilities can be fully included within community recreation programs and school extracurricular activities by working in collaboration and partnership with community recreation providers, school personnel, and students with disabilities and their families across Missouri. This project will address these needs through a variety of activities associated with the following project objectives: 1) adapt the Michigan "Access Recreation" training curriculum for use in Missouri; 2) develop a Missouri Access Recreation state council and 10 community inclusive recreation access committees to guide the development of this project and to address state and local implementation barriers; 3) provide training to students with disabilities and their families to facilitate the development of person-centered recreation plans within the 10 selected project communities; 4) provide training to community recreation providers and school personnel within 10 selected project communities to improve their capacity to include students with disabilities in existing recreational activities; 5) provide technical assistance to students with disabilities, their families, community recreation providers, and school personnel that facilitates access by students with disabilities to extracurricular school and community recreation activities; and 6) evaluate and disseminate the results and products of this project across Missouri and nationally. Students with the most significant disabilities who have traditionally been underrepresented in inclusive recreation programs (students with significant cognitive, physical, and emotional disabilities) will specifically be targeted through this project.

Products: This project will replicate a Michigan inclusive recreation curriculum and will update and revise a video to include Missouri-specific resources and stories.

Grant Number: H324R000087

Deaf Mentor National Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: This project will assist agencies across the United States in the implementation of bilingual-bicultural programs for young deaf children, age zero to five, and their families, focusing on the use and learning of two languages, American Sign Language and English, and two cultures, Deaf and Hearing culture. The project will equip Deaf adults and hearing early intervention personnel to effectively provide this program option for children and families.

Method: The project is based on the replication of the results of the Deaf Mentor Experimental Project (1993-1995) designed to develop and evaluate the effectiveness of an unprecedented approach to programming for young children who are deaf and their families. This project is also a continuation of the Deaf Mentor Outreach Project (1997-2000). The following objectives will be achieved through this project: 1) create awareness of services, and select Deaf Mentor replication sites; 2) build states' capacity to develop individualized implementation of Deaf Mentor services by collaboratively assessing needs, developing commitment or resources, and developing and carrying out plans for implementation; 3) coordinate awareness, planning, implementation, and technical assistance activities with the lead agency for Part C of the IDEA, the state educational agency for special education, and agencies serving individuals who are Deaf; 4) provide training of Deaf Mentors and Parent Advisors and technical assistance to sites implementing Deaf Mentor Programs; 5) develop and disseminate resources, training, and awareness materials for parents and professionals; and 6) collect child and family progress data and satisfaction data from implementation sites.

Products: The primary outcomes of this project will be to provide outreach services to nine states, ensure that effective services are implemented, and provide state-of-the-art materials to Deaf Mentors/Early Intervention personnel and families.

Grant Number: H324R000092

Establishing Transition Technical Assistance Centers

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The project will establish Transition Technical Assistance Centers (TTAC) in five local education agencies (LEAs) in five states. Each TTAC is based on a proven model for providing transition services and will become prepared to provide technical assistance for other LEAs across its state.

Method: The transition model is designed to provide students with options within their educational setting to assist them in meeting their postsecondary goals for employment, living arrangements, education, and recreation/leisure activities. The focus of the model is student-centered transition planning supported by assessment of student abilities and experiences for meeting postsecondary goals. It provides all students with disabilities the opportunity to choose between two courses of study: an academic course for students who wish to pursue postsecondary education, and an occupational course for students who wish to enter employment after graduation.

Products: The project will improve and expand the comprehensive system of transition services currently provided by each LEA to the point where it can serve as a TTAC for its state. Project activities will include increasing public awareness, TTAC site development to improve current transition services provided by each site, helping TTACs provide technical assistance to LEAs, product development and dissemination, and evaluation.

Grant Number: H324R000094

Outreach Using A Proven Model of Early Intervention for Students with Emotional and Behavioral Challenges

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project will replicate, refine, and disseminate the Parent Teacher Action Research (PTAR) model of early intervention by collaborating with Vermont school districts and parent/child agencies. The original model was set up to address the problem of the differential that exists between students who are classified as having Severe Emotional Disturbances and those who are equally in need of access to treatment services and supports. The model focuses on improving the consistency of the child's environment at both home and school, while helping parents and teachers learn new and productive ways of nurturing and educating.

Method: Key participants are 1,000 children who will receive social skills instruction in their first- and second-grade classrooms and 100 children for whom individual parent-teacher teams will be facilitated on at least a monthly basis by local parent liaisons. Project staff will collaborate with school and agency personnel in developing and supporting 100 PTAR teams. Qualitative and quantitative documentation of the replication will enable refinement of the PTAR model and extend its application to urban (Barre City and Brattleboro) and suburban (Chittenden South, South Burlington, and Barre Town) school settings.

Products: The outcomes of this project will be: 1) to establish and institutionalize the PTAR model in four Vermont supervisory union school districts (Barre, Chittenden South, South Burlington, and Windham Southeast) and 2) to prepare replication manuals for statewide and national dissemination, specifically formatted for school personnel, parent/child agency personnel, parent liaisons, and parents. The project is expected to result in new knowledge about the feasibility, political processes, time, and costs of institutionalizing a proven model for early identification and prevention of emotional disturbances.

Grant Number: H324R000096

SPARK: Skills Promoted through Arts, Reading, and Knowledge

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The SPARK model will address the needs of an increasingly culturally diverse population by providing a model that is designed to provide teachers of young children with: 1) a story-based creative arts curriculum, derived from a variety of cultural and ethnic traditions; 2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; 3) a system of inservice training and ongoing support to enhance the implementation of the model; and 4) materials to enable families to participate in their child's education.

Method: The SPARK model is focused around weekly curriculum units. Each unit includes a story that is read daily and 12-15 activities (three per day) which emphasize concepts drawn from the story. The curriculum, designed to promote child engagement while embedding individualized education program and developmental goals through story time and activities, also promotes emergent literacy skills and awareness of diverse cultures, traditions, and practices. The outreach design consists of six major components: 1) awareness and site selection; 2) planning of the individual site plan; 3) inservice training; 4) technical assistance; 5) evaluation; and 6) dissemination of information. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) are currently replicating the model, and inquiries about the possibility of becoming an outreach site have been received from programs in three additional states (New York, Oregon, and Wisconsin) and from additional sites within the six replication sites.

Products: Over the three years of the project, over 5,000 children and their families will be affected by the SPARK model. The model will continue to be replicated in a variety of settings such as: public early childhood special education (ECSE) programs, private day care settings that include children with disabilities, Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities.

Grant Number: H324R000097

AHEAD (At Home and At Day Care) Outreach

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This outreach project, AHEAD (At Home and At Daycare), will provide a "train the trainer" model to equip states and early intervention agencies with trainers who will provide high-quality training to early interventionists in delivering effective family-centered practices and natural environment services.

Method: The project will build the capacity of states to provide quality training that reflects current needs in applying family-centered practices and naturalistic intervention strategies, and it will establish partnerships to assure that program components have broad applicability. It will create an awareness of the services it provides through development and dissemination of brochures, teleconferences, and presentations.

Products: The project will provide outreach services to eight states. New training, activities, and products will be developed according to the needs of AHEAD trainers and interventionists. These will include new training packages in the areas of assessment of young children, provision of services in natural environments, writing Individualized Family Service Program goals, and transition. The project will also update existing training packages and use them to develop an advanced strand, videotapes on providing services in natural environments and a monograph on working with grandparents, and technical assistance to trainers through the use of technology.

Grant Number: H324R000098

Promoting Learning through Active Interaction: A Distance Education Inservice Model for Early Intervention Service Providers

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The Department of Special Education at California State University-Northridge, in collaboration with the Division of Special Education at California State University-Los Angeles, the California Early Intervention

Technical Assistance Network, other state agencies, and early intervention programs, has developed an innovative inservice training model for service providers working with infants who have multiple disabilities and their families. This outreach will build on the intervention strategies developed and validated in Project PLAI (Promoting Learning through Active Interaction). PLAI Outreach will include service providers working with families and their infants who have severe developmental delays, in addition to other significant disabilities.

Method: There is a statewide lack of personnel trained to work with this most challenging group of infants. By using distance education methods to train service providers to support caregiver interactions and to meet the infants' intensive intervention needs within daily activities, the project will address both the need to train personnel and the complexities of serving families of diverse cultural backgrounds in urban and rural regions of California. To accomplish this goal, the project will focus on the following objectives: 1) develop, implement, and evaluate a flexible and interdisciplinary inservice training model and materials involving a variety of distance education methods to increase the skills of service providers; 2) develop, implement, and evaluate a Mentor Network of experienced service providers who will provide collegial support through mentoring, coaching, and on-the-job follow up to less-experienced service providers; 3) increase the numbers of service providers who are trained to address the early social and communication needs of infants who have multiple disabilities and to work effectively with families and other caregivers of diverse cultural and linguistic backgrounds; and 4) evaluate the expanded PLAI model in rural and urban areas throughout California with early intervention personnel who have diverse disciplines and various level of training. The inservice model will include distance delivery methods, regional and onsite meetings, and mentorship and collegial support. The effectiveness of the inservice training and mentor network models will be evaluated through the qualitative measure of participant satisfaction and through quantitative measures involving changes in the skills of early interventionists.

Products: The project will result in 1) the validation of a distance delivery inservice model; 2) a World Wide Web site and other instructional resources and materials for training service providers; 3) an increase in qualified service providers and local capacity; and 4) improved early intervention services to infants with multiple disabilities and their families. Products will include a programmed World Wide Web site archive of the interdisciplinary course content, learning activities, and mentor network provided through a variety of distance delivery methods and a CD-ROM with sample cases.

Grant Number: H324R010002

Experiential Outreach for Early Head Start Programs Serving Latino Infants and Toddlers Who Are At-Risk for Developmental Delay: A Web-Supported System

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Beginning Date: 7/01/01
Ending Date: 6/30/04

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Purpose: The project will adapt a successful experiential outreach approach called Total Quality Outreach (TQO) to focus on a particularly needful segment of society—rural, Latino, and Native American families of very young children who are at substantial risk for developmental delay and associated disabilities.

Method: The project will blend key TQO elements (rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving) with knowledge gained about 0-3 best practices from the Yakima Valley Early Head Start Research Project, empowering primarily Early Head Start (EHS) staff and families to enhance key developmental outcomes and to adopt experiential outreach as a local professional development tool. The project will bring participants from rural Early Head Start and Migrant Head Start programs through three phases of outreach in which they: 1) initiate a process of program self-appraisal and renewal; 2) sustain the process by assimilating selected exemplary and recommended practices for infants and toddlers into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. Particular extension foci will be on enhancing center- and home-based familial/cultural language nurturing practices, increasing fathers' involvement, and promoting early roots of literacy development. Emerging findings from 17 Early Head Start Research Project sites and recent literature will be combined with cogent literature to yield an evidence-based self-appraisal process. Over the three-year period, triads will be formed from 35 direct and 40 Early Head Start and 0-3 child development program personnel in four states from both home-based (e.g., home educators, case managers) and center-based (e.g., lead teachers, para-educators) program models, as well as disability and family coordinators. Focus children will include infants and toddlers with individualized family service plans (IFSPs) and a subset of those determined to be at substantial risk for developmental delays.

Products: Outcomes of this project will include: 1) a self-appraisal process to help operationalize key disability guidelines of the Head Start Performance Standards; 2) enhanced implementation and sustained use of exemplary practices; 3) EHS programs' incorporation of experiential outreach elements into ongoing inservice training; and 4) measured enhancements to children's key developmental outcomes.

Grant Number: H324R010011

National Secondary/Transition Outreach Project

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: The University of Kansas Secondary/Transition National Outreach Project will support expansion of the grassroots generative forum for personnel development in transition that has taken root in the Midwest. The project will create a national forum for the exchange of information, joint problem solving, and collaborative content development focused on translating research into practice for personnel preparation in transition.

Method: The project will build on strategies that a transition coalition has identified as most helpful to them in building state personnel preparation. Some of these strategies are: collaboration with regional resource centers to use existing forums for state education personnel as a vehicle for convening regional education representatives who are interested in or responsible for transition; assisting participant states to identify policy barriers and to develop or adapt state policies that support best practices in transition services; stimulating grassroots participation in development and dissemination of personnel preparation content for transition; and expanding the availability of Internet-based modules and courses on topics directly applicable to transition practice.

Products: This project will expand the capacity-building and dissemination model that has proven successful in a local transition coalition and will extend the model to include a national audience. Internet-based modules will be developed for delivering training content to preservice, professional development, family, and consumer audiences. The project will convene regional groups of education personnel to build awareness of the availability of new training modules and resources on transition, to provide opportunities for participants to build and inform self-sustaining regional networks for transition personnel preparation via face-to-face and online networking.

Grant Number: H324R010014

The Responsive Teaching Outreach Project: An Interdisciplinary Model for Training and Supporting Professionals to Implement Parent-Mediated Developmental Intervention

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: The Responsive Teaching Outreach Model will train early intervention service providers from two states and disseminate information and materials nationally related to the Responsive Teaching intervention model. Responsive Teaching enriches children's natural environments by helping parents use responsive teaching strategies to enhance children's use of pivotal learning behaviors during daily, routine activities, enhance children's developmental functioning, and help children acquire the pivotal learning skills that are the foundations for early development and later school success.

Method: This outreach model consists of seven components designed to help professionals learn the foundations and strategies for Responsive Teaching and implement the intervention model as a cornerstone of their services to children and families. The project will provide professionals the foundations and skills needed to develop and evaluate intervention plans, work collaboratively with parents and family members to implement the Responsive Teaching Outreach Model, and address problems encountered. It will also promote administrative policies and procedures that will ensure continued use of responsive teaching after the completion of training. Outreach participants will receive 15 days of training. This training will include: 1) an Awareness Workshop; 2) a two-day Introductory workshop on the rationale, strategies, and procedures of Responsive Teaching; 3) a seven-day intensive workshop at the Family Child Learning Center involving lecture, discussion and supervised practice of the Responsive Teaching intervention model; 4) four half-days of on-site supervision; and 5) three on-site, one-day workshops on clinical problem solving. Project staff will also spend two half-days with administrators to develop program policies and procedures that support the use of this model.

Products: The project includes several mechanisms for supporting the implementation of the Responsive Teaching intervention model and creating a network of professionals and parents who are using this model. These mechanisms include a World Wide Web site, a quarterly newsletter, and ongoing technical assistance. In three years, the project will train 200 staff from 18 early intervention (Part C) programs, including nine from South Carolina and nine from Ohio. One-day Awareness Workshops will be offered for all early intervention personnel in Ohio and South Carolina as well as four other states to be determined.

Grant Number: H324R010016

Parent Leadership Development Outreach Project

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project builds on a successful model demonstration project and a small but growing body of research that documents the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. This project will use a train-the-trainer model that will involve recruiting seven graduates of the parent leaders to leadership opportunities in institutions of higher learning preparing early intervention and family support services.

Method: Key features of the outreach project include: 1) a series of leadership retreats for parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; 2) individualized follow-up activities with parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; and 3) linking parent graduates to leadership opportunities and providing training to professionals about effective methods for involving parents as leaders in early intervention.

Products: The project will evaluate and disseminate a train-the-trainer parent leadership development model and an array of video and print materials for widespread use in early intervention.

Grant Number: H324R010018

Outreaching A Leadership and Systems Change Model for Students with Disabilities in Postsecondary Settings

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This project extends, to other colleges and universities, the model and materials developed at Kent State University on self-determination of students with disabilities. The original model intended to enhance leadership and student development through a process of postsecondary systems change. As well as empowering new teams of students with disabilities on other campuses to effect change, this project will extend the experiences and opportunities for leadership roles for students at Kent State who participated in the development of the current model.

Method: Students who completed a course on disability policy and leadership will co-teach or consult to deliver the curriculum and provide follow-up support to students and personnel on participating campuses. In order to facilitate outreach and increase the participation of personnel and students on other university campuses, the curriculum will be delivered through interactive television and other forms of distance education. Consultation and onsite follow-up support will be provided to participants as they implement the model and expand it to other campuses.

Products: The project will extend the curriculum and model through student empowerment and institutional accommodations and support, and the model will be further improved as it undergoes field testing and receives input from the experiences of larger numbers of students on other campuses. The model, as it is institutionalized more broadly, will help bring about the systems change needed for students with disabilities in postsecondary settings. The model design will help them to assume leadership roles by allowing them to articulate an understanding of their own needs, as well as those of others.

Grant Number: H324R010020

The Super Seniors Project: Transitioning Students into Full-Time Competitive Jobs That Meet their Person-Centered Career Goals

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: This project will transition sixty students with disabilities from two rural and one urban school district into full-time competitive employment that matches their career goals. The project will replicate proven practices reflecting state-of-the-art research and proven theoretical models and curricula, including person-centered career planning, senior-year work experiences, and a fifth year of vocational training.

Method: The project will serve students in their senior year of high school and in a following, fifth year. The senior year program will provide person-centered career planning using a self-determination curriculum. Work experiences tied to the career plan of seniors with a wide range of disabling conditions will enable them to make informed career choices. The fifth year of education will provide community-intensive vocational skills training in community businesses to students with disabilities who have completed their senior year.

Products: The project will establish a model fifth-year vocational preparation program resulting in full-time competitive employment matching student career goals. It will develop a cadre of parents/consumers to serve as person-centered career planning facilitators and mentors and it will foster replication of the program through local, state, and national dissemination and technical assistance. The program will be sustained and institutionalized through the resource network.

Grant Number: H324R010022

Project SUNRISE Outreach: Systematic Use of Newly Researched Interventions by Special Educators

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Project SUNRISE Outreach will provide training to promote the adoption of quality practices in classroom settings serving infants, toddlers, and preschool children with disabilities, including community child care settings that are the natural environments of young children and families. The classroom practices are ones known to promote the optimal functioning of young children and their families.

Method: The model focuses on the influence of classroom and instructional practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based, functional, and responsive to child initiations toward their environment. Training will focus on seven components of the classroom ecology: 1) Program Foundation and Philosophy, 2) Management and Training, 3) Environmental Organization, 4) Staffing Patterns, 5) Instructional Context, 6) Instructional Techniques, and 7) Program Evaluation.

Products: Outreach activities will be individualized and highly responsive to adult learners, and will include on-site replication and follow-up training, awareness, dissemination, and coordination with staff level personnel.

Grant Number: H324R010036

Project DATA Outreach Training

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This outreach training will help district personnel implement and evaluate school-based programs for young children with autism based on Project DATA at the University of Washington (UW).

Method: The project blends the strengths of different disciplines (i.e., early childhood special education, early childhood education, and applied behavior analysis) to create a comprehensive school program for young children with autism that is effective for children and families and responsive to the needs of consumers (e.g., families and school district personnel). The project has several important features. First, it will provide school district teams with training at UW and follow up at their site and via interactive video conferencing. Second, the project will develop a number of training materials, including instructional programs and staff training materials that will be available over the Internet. Finally, the project will work with New Horizons for Learning to sponsor an Internet discussion about intervention issues for young children with autism.

Products: The outreach and training project is designed to meet the urgent need in Washington State and the WAMI (Washington, Alaska, Montana, Idaho) region for high-quality training in a proven model for school-based services for young children with autism.

Grant Number: H324R010038

Outreach Inservice Training in Traumatic Brain Injury: A Regional Team Approach

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Beverly Brightly
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Purpose: Educational services for students with traumatic brain injury are currently limited in scope and effectiveness due to a lack of validated instructional and training opportunities for educators. This project is an outreach project to disseminate an inservice training model developed in Oregon called "Model Inservice Training in Traumatic Brain Injury: A Regional Team Approach." This model will be expanded and refined to meet the needs of three Arizona school districts with diverse populations, administrative structures, and training needs.

Method: Team members will begin their initial training through a series of workshops on working with students with traumatic brain injury (TBI), focusing on incidence and etiology of brain injury; interventions to impact behavioral, academic, and social outcomes for students with TBI; working in partnership with families; and consultation skills to facilitate collaboration among school personnel. The workshops include assignments to allow participants to apply skills they learn in the school setting. In the project's second phase, team members will pair with experienced consultants to provide consultation and inservice training to educators in their regions who serve students with TBI. In the third phase, team members will work independently, accessing technical assistance as needed from the experienced consultants. In Phoenix, the project will replicate the Oregon model, working closely with the State Department of Education and district-level TBI Coordinators. In Tucson and Flagstaff, where many educators have already been trained via the Arizona TBI Implementation project, the project will expand and refine the training, facilitate application of knowledge into practice, and help teams document the impact of team activities on students with TBI and their educators. In all three districts, the project will provide opportunities for team members to receive additional training in areas of identified need and work with teams to develop mechanisms for sharing resources with each other and with Oregon team members. In each district, the project will work closely with a local team of educators and parents to tailor the model to the needs of that district. The project will provide subcontracts to the Arizona Department of Education to carry out outreach activities. Teaching Research Division staff will provide technical assistance, training, materials, and evaluation.

Products: The project will result in application of the TBI Consulting Team Model in Arizona school districts that represent a wide range of previous educator preparation. The plan permits maximum flexibility in responding to the needs of the different districts.

Grant Number: H324R010039

Increasing the Use of Family-Centered Practices in Early Intervention through Participatory Program Evaluation, Training, and Technical Assistance

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
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Purpose: This project will develop, implement, and evaluate an outreach program that begins with the assessment of the current status of family-centered practices using a participatory or empowerment evaluation approach.

Method: In the empowerment evaluation approach used by this project, practitioners, administrators, and families in early intervention and preschool programs, with the assistance of a program evaluator, design and implement an assessment of program practices. Results of the assessment are then used by the programs to identify specific practices that need to be eliminated, modified, added, or increased. Individualized training in family-centered philosophy and practices, specific to the assessment profiles of individual programs, will be provided by the outreach project. The project will also provide technical assistance to programs in identifying and modifying administrative and procedural barriers to family-centered practice.

Products: The project will build local capacity in two ways: first, the participatory/empowerment evaluation process provides guidance, training, and experience to practitioners, administrators, and families of participating programs in program evaluation methods, which can help in the acquisition of evaluation skills that individuals can use in other situations; and second, the outreach activities will be implemented across one-third of the programs in the state each year. This not only provides a research design for evaluation purposes, it allows individuals who have been through the process to participate as trainers/facilitators during the second and third years of the project. Additionally, the project will produce several instruments as well as a procedural manual and training manuals. The instruments include a survey for families concerning family-centered practices and observation instruments for identifying specific family-centered practices during the development of the Individualized Family Service Plan.

Grant Number: H324R010043

California Transition Service Integration Expansion Project

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: William Halloran
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Purpose: This project will adapt and replicate the Transition Service Integration Model to meet the needs of at least six additional school districts and communities in California, in order to provide support for the transition from school to adulthood for individuals with significant disabilities.

Method: The Transition Service Integration Model has demonstrated that individuals with significant disabilities can experience a seamless transition from public school at the age of 22, be fully included in their home communities with an integrated direct-hire job at or above minimum wage, and have a stable system of long-term support for career expansion, recreation, postsecondary education, and general community access authorized and in place prior to graduation. The Transition Service Integration Model has been designed to better integrate the resources, expertise, and responsibilities of the three primary systems responsible for transition (public schools, the department of rehabilitation, and the state department of developmental disabilities) at the point when these students age-out of public school.

Products: The project will expand the model to other districts in California to ensure equal access for all students. Implementation of the project model will result in the seamless transition of at least 80 individuals with significant disabilities in California, and enhance generalizability of the model through adaptation to significant regional differences.

Grant Number: H324R010045

Project SEARCH

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Wendy Tada
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Purpose: Project SEARCH Outreach will promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth-8 years of age, who are very young developmentally.

Method: The intervention and evaluation model emphasizes: active learning games as a basis for promoting child competence; natural environments as the contexts for developing and implementing competency-enhancing interventions; parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions; and the documentation of extended benefits as the indicators of intervention outcomes. The model includes: 1) procedures for identifying child strengths and selecting target behaviors, 2) procedures for developing and implementing active learning games that will provide the child with learning opportunities in natural environments, and 3) procedures for assessing and documenting the extended benefits of learning games on child and caregiving behavior. Outreach methods will be highly responsive, individualized, and considerate of the unique needs of adult learners, and will include on-site replication and follow-up training, awareness activities, dissemination, and coordination with state-level personnel.

Grant Number: H324R010046

LEAP Outreach

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Wendy Tada
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Purpose: Learning Experiences: An Alternative Program (LEAP) Outreach will provide training to early intervention staff in 18 replication sites in Colorado, Montana, and Oregon. The primary goal of the training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum effectiveness and confidence as they and their children are integrated fully into their respective communities. A second goal is to build supporting mechanisms and policies at the state level to ensure long-term support for the replication sites.

Method: The project will accomplish this goal by facilitating state-wide planning and conducting awareness activities specific to best practices for young children with autism and their families. The content of this outreach training is based upon intervention procedures that have been empirically validated at the LEAP project over the last 20 years, including 12 years of outreach work. LEAP preschool is a joint effort between the University of Colorado at Denver and the Douglas County School District, Parker, Colorado.

Products: This outreach project offers the following national-level contributions to knowledge and practice: 1) dissemination and replication of a service delivery model with unambiguous effectiveness data for typical children and children with autism and their families; 2) dissemination and replication of a service delivery model that will impact directly on the lives of as many as 1,200 children and families over a 36-month period; 3) dissemination and replication of an inclusive service delivery model for children with autism; and 4) dissemination and replication of an outreach model that is maximally efficient vis-a-vis personnel resources and compatible with developmentally appropriate services.

Grant Number: H324R010058

Postsecondary Innovative Transition Technology (Post-ITT) Outreach

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Beginning Date: 11/01/01
Ending Date: 10/31/04

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Purpose: By using the resources at this project's Web site, students with disabilities in the state of Washington will be able to access information to help them successfully transition from high school to postsecondary education. Developed as a model demonstration project, Post-ITT successfully links the disability service coordinators at Washington colleges with the students in a local school district and guides them through important transition issues.

Method: The methods used by this project include a Web site with 38 activities focusing on transition issues. These activities promote college preparation by assisting students to develop the knowledge and skills needed for successful transition planning to postsecondary education. Post-ITT will: expand the capacity of the current Web site to store and deliver disability service information on 80 postsecondary schools; implement a marketing system tied to state accountability; and develop Web-based distance learning for teachers, students, and parents of students with disabilities. The project will be a partnership between the Washington Research Institute and several state and private agencies.

Products: The collaborative nature of the project will help provide improved postsecondary outcomes for an estimated 1,800 students in 120 high schools. Post-ITT will provide a model for a nationwide system linking colleges with high school students with disabilities. Through these linkages, students with disabilities can increase their awareness of college opportunities and available disability and adult support services and can engage in sound transition planning for postsecondary education.

84.324S

Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curricula

Grant Number: H324S990001

The Institute for Academic Access: A Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curriculum

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Beginning Date: 9/01/99
Ending Date: 8/31/04

OSEP Contact: Bonnie Jones
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Purpose: The Institute for Academic Access (IAA) will conduct research to create instructional methods and materials that will provide students with disabilities authentic access to the high school general education curriculum. Additionally, the project will work with the staff of other research institutes and a variety of other professional and advocacy organizations to ensure dissemination to a wide audience.

Method: The IAA will bring together eight investigators to work under a common conceptual framework to build an understanding of high schools as they relate to students with disabilities, to construct interventions that improve the performance of these students, to determine the effects of the interventions with regard to student outcomes, and to integrate the interventions into a comprehensive instructional model. Training and research opportunities will be provided for graduate students.

Products: The IAA will create effective instructional interventions that can be used across the subject areas. It will develop effective ways to help teachers learn about and implement those interventions and it will develop effective ways for helping schools to reform their educational processes. The institute will create tools to improve the performance of students so that they are active participants in the learning community, earning average or above-average grades, and meeting specified standards in the general curriculum. Finally, it will disseminate its findings nationally to practitioners and trainers through manuals, videotapes, workshops, and other media.

84.324T

Model Demonstration Project for Children with Disabilites - Directed

Grant Number: H324T990001

Baltimore Transition Connection: Integrated Community-Based Education for Young Adults with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: William Halloran
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Purpose: The Baltimore Transition Connection is designed to improve the employment prospects of youth with significant disabilities and to decrease the circumstances that produce educational segregation for them. It will do this through the sequential, system-wide implementation of an age-appropriate, community-based transition program in the Baltimore City Public School System (BCPSS).

Method: The model will be implemented through the careful re-deployment of BCPSS staff, the redesign of curriculum, the cooperation with post-secondary educational institutions, collaboration with adult service providers, and participation of youth with disabilities and their families. The program will be entirely community-based and in age-appropriate environments. The instructional design will be highly individualized, based on the students' Individualized Education Programs, and will emphasize community experiences, especially those that are work-based.

Products: Targeted instructional outcomes will include students exiting their education with a job intended for long-term employment, as well as with ongoing support from adult service entities. By the end of the federal support of this project, the educational delivery model will have been instituted for the majority of youth served by BCPSS. Dissemination of project materials will be done through the Maryland Transition Initiative and through journal publication and conference presentations.

Grant Number: H324T990006

Enhanced Child Find through Newborn Hearing Screening

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Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Glinda Hill
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Purpose: This project will develop, implement, evaluate, and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screen and are referred for further evaluation and early intervention, if eligible.

Method: In addition to developing materials to be disseminated to parents and professional health care personnel, the project will develop a parent-to-parent model of support for families as they move from screening to evaluation and early intervention. The project will initially be developed at the University of Connecticut Health Center's hospital and expanded to seven other birthing hospitals in the North Central Region of Connecticut.

Products: To assist in replicating the model, the project will produce and disseminate informational, educational, and support materials such as booklets, videotapes, and an Internet Website for parents and professionals. The materials will be a prenatal resource for all parents in preparation for newborn hearing screening. The materials will help guide families if they require further evaluation or early intervention.

Grant Number: H324T990012

Learning to Learn: A Systematic Child-Centered Model for Skill Development in Young Children Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Learning to Learn Project will develop a model of skill development for 3- to 8-year-old children who are deaf-blind that will target the fundamental skills necessary to understand and master the social environment (social interaction and communication) and the physical environment (manipulating objects and negotiating obstacles and barriers). The model will integrate research-based materials into transition strategies to ensure continued progress.

Method: Major phases of the project include model development, implementation, field testing, evaluation, and dissemination of final products. The model's instructional content will consist of teaching the social, communicative, and cognitive skills needed to interact with the social and physical environments. Individualized interventions will harness the intrinsic motivations of each child. Systematic instruction will involve families and professionals and allow them to understand how learning unfolds, how intervention plans relate to the child's current skills, and how they can support the development of new skills.

Products: The project's outcomes will be student understanding and mastery of the social and physical environments that will allow the child to take in new information, respond to it, and act on it appropriately.

Grant Number: H324T990014

Class-Wide Peer Tutoring Infused into the Beginning Reading Curriculum of Young Children

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: This project will combine recent class-wide peer tutoring (CWPT) research with new research on early reading skills, in order to develop, demonstrate, evaluate, and disseminate a version of CWPT-Beginning Reading for use in primary reading instruction.

Method: The project will develop a set of curricular and instructional interventions built on principles of curricular design in reading, reciprocal-peer-teaching, integration with other "teacher-mandated reading programs," behavior management, and instructionally relevant measurement. Based on research and participation of school personnel, the project will frame and implement a plan, including professional development, to provide a comprehensive, effective, and sustainable approach for K-3 general and special education teachers and staff who serve children who are at risk, are culturally diverse, have mild disabilities, and are included in the general education curriculum.

Products: The project will improve the quality and efficiency of CWPT and encourage wider-scale uses of the technique, increasing benefits to literacy. Benefits will be realized directly by the 264 students (40 with learning disabilities) and the 48 teachers who participate in the project. Products will include curricular and instructional interventions in early reading materials that teachers can easily use, training formats for establishing and maintaining use, and research evidence of effectiveness based on multiple methods replicated at multiple sites.

Grant Number: H324T990015

Early Connections

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The Early Connections Project synthesizes a variety of approaches for state and local child find to address the issue of early identification for young children and their families. It is a collaborative project of key state agencies, a state university, a medical school, and local providers and families. The project will work with six New Hampshire communities to promote statewide hearing and vision screening, family participation in a screening system, and linkages among practitioners and agencies concerned with early identification.

Method: The project will establish and support a state-level policy and practices review committee and advisory committee to promote a comprehensive, collaborative, value-based, child find system across state and other agencies concerned with young children and their families. It will establish and support community demonstration teams in six New Hampshire communities to promote child find policies and practices at a local level. It will conduct evaluation of all project processes and materials and work with communities and constituents to design and implement a plan to infuse successful processes and strategies in communities throughout the state.

Products: The project will disseminate information, strategies, resources, and materials in a variety of user-friendly formats to wide audiences throughout the state and nationally. Through its efforts, the project expects an increase in the number and percent of eligible infants and toddlers and their families to be identified and served under Part C of IDEA, an increase in the number of young children who participate in hearing and vision screening in the target communities, and an increase in the number of families participating in parent-completed screening and monitoring of their young children. The project also expects an increase in the adoption of exemplary child find policies and practices at the state and local levels.

Grant Number: H324T990018

Reading and Intensive Learning Strategies (RAILS): A Model of Early Reading Instruction

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Beginning Date: 8/15/99
Ending Date: 8/14/03

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Purpose: The RAILS project is a model reading program for special education and inclusive classrooms. It is composed of three elements: structural, assessment, and curricular. The structural component uses a distributed practice model (reading occurs twice daily); the assessment component incorporates curriculum-based measurement (CBM); and the curricular component has explicit instruction in six component areas: alphabetic understanding, phonemic analysis and word reading, vocabulary, listening comprehension, reading comprehension, and literacy in the home.

Method: Classroom teachers will be trained to delivery the RAILS model through workshops, model demonstrations, and coaching. In the first year, teachers will be trained on structural and curricular components. Training in CBM will be done in the second year. District personnel will be prepared as site trainers and RAILS will be transported to a second site for institutional support.

Products: The project has several levels of dissemination: local, state, and national. The transportability of the model to a second school within the district will be studied. Teacher-trainers who have used the model will assist in training the teachers in dissemination sites, building the district's capacity to maintain the model beyond the project time period. A wide audience will be reached at all three levels through conferences for researchers and practitioners, and through publication in journals. A Website will describe the RAILS project and the results of the applied research.

Grant Number: H324T990023

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Rural Institute at the University of Montana and the Teaching Research Division at Western Oregon University will develop a model for individualizing local child find programs in rural areas. The model will ensure the comprehensiveness of local Part C IDEA child find and public awareness activities in rural areas in order to identify and refer infants and toddlers who are at risk or have developmental delays.

Method: The model will be family-centered in order to promote easy and multiple access to public awareness information and child find activities for families. It will be focused on finding infants and toddlers as early as possible, and it will be individualized to meet the unique characteristics of rural communities and areas. The project will start where each community/area is in implementing public awareness and child find activities, and advance from there. It will be diversified in the inclusion of local partners necessary to create a comprehensive public awareness campaign designed to reach all population groups.

Products: The project will establish a resource center which will include public awareness and child find information programs and materials to support local activities. The model will be implemented, evaluated, revised, and replicated in Montana and Oregon Part C early intervention service agencies. These activities are devised to build local capacity to continue the model after the demonstration phase. The utility and potential for dissemination in other states and programs will be strengthened by the model replication.

Grant Number: H324T990024

Project PRIDE: Preventing and Remediating Reading Problems through Early Identification and Direct Teaching of Early Literacy Skills

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: Project PRIDE is a multi-tiered, research-based prevention and remediation model for grades K-3 that offers extra support for students with learning disabilities at the first sign of reading difficulty. Student support is offered along a continuum of intensities or instructional tiers which deliver maximum access to general education programs while providing more intensive services if needed.

Method: Project PRIDE is based on research in reading decoding, reading comprehension, effective instruction, positive and long-lasting school change, and the use of volunteers in the schools. The project will incorporate multiple measures of results to determine the effectiveness of the model and its components, including student, teacher, and parent outcomes.

Products: The project model incorporates a number of features, including a battery of assessments for early identification of reading problems, a continuum of reading interventions, a research-based beginning reading curriculum that teaches phonemic awareness, specific strategies for coordinating reading programs for at-risk students and students with disabilities, and a progress monitoring system that is sensitive to student growth and helps them move through the continuum of interventions. The project will produce detailed procedures and materials to enable others to replicate the model through separate training manuals and videos. Findings will be disseminated through a Webpage; distance learning; and presentations that can be utilized by local, state, and national parent and literacy groups.

Grant Number: H324T990025

Project SALUTE: Successful Adaptations for Learning to Use Touch Effectively

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively) addresses the learning needs of children who are deaf-blind or who have severe visual impairments and require a primarily tactile mode of learning. The project will identify, document, and develop tactile strategies and produce materials to assist service providers and family members to interact more effectively with these children.

Method: The project will bring together experts in the field, family members, and service providers through a national advisory and development committee and in focus groups to identify the tactile learning needs of children who are deaf-blind, and to develop strategies to address these needs. The first year of the project will involve a thorough review of the literature, gathering data to be used in the second and third years to develop and field test a manual and videos that demonstrate strategies and methods to enhance tactile learning.

Products: In the final year of the project, the manual and videos will be disseminated through a variety of mechanisms and sent to national and state technical assistance projects serving children who are deaf-blind and their families. Videos will be closed-captioned and narrated in English and Spanish. Arrangements will be made for commercial publication of the materials after the project period, ensuring widespread and long-term effects of project activities.

Grant Number: H324T990026

Interagency Collaboration for Child Find

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The goal of this program is to increase referrals to and coordination with Part C eligible children from the child welfare system. Project activities will focus on children, birth to 36 months, who have, or are at risk for, developmental disabilities and who are enrolled in child welfare services through foster care or child protection.

Method: The program will use information in CWEST (Colorado's Child Welfare Eligibility System) and the Colorado Part C Child Count to identify children who may be Part C eligible, who are not receiving Part C services and supports. Names of these children will be provided to county social service workers, who will contact families regarding possible eligibility. Screening will be done through social services to determine if referral to Child Find is warranted. Project staff will work with social services, Child Find/Part C, and the Colorado PEAK Parent Training and Information Center toward the objective of increasing referrals to Part C and coordination of services, supports, and funding sources.

Products: The project will result in increased referrals to Child Find and enrollment of target children in early intervention programs. A number of products will be developed, field-tested, and disseminated, including: 1) documentation of this approach to facilitating referrals; 2) a detailed syllabus which will combine both didactic and hands-on training techniques, print, slide, and video materials to be used in supporting the on-site technical assistance model; 3) detailed information illustrating the specific barriers encountered and the strategies for addressing them; and 4) dissemination of case studies illustrating the impact of procedures to increase enrollment and coordination of services and supports in inclusive environments. The project's technical assistance services will include workshops, consultation, on-site technical assistance, and the provision of screening tools.

Grant Number: H324T990029

A Community-Based Transition Model for Youth Ages 18-21

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Franklin County Educational Services Center and the Ohio State University Medical Center will establish a model program at the Medical Center that delivers work-site learning to youth with moderate and severe disabilities in an age-appropriate setting. Students will gain in-depth work-site experiences that are supported by a curriculum that emphasizes self-determination, choice, employability, and job search skills.

Method: Through this project, students will receive situational assessment, job training, job placement, and follow-along services as part of their education. The project has established a classroom at the Columbus State Community College for youth with disabilities who have not left secondary school and will receive services through age 21. The project will be guided by a participatory action team (PAT) composed of parents, students, business representatives, and school and agency personnel. The PAT will contribute to the design, implementation, and evaluation of the program.

Products: Through the model, the project will facilitate school and community partnerships to improve students' transition services and outcomes, and it will implement the transition to employment through the Individualized Education Program process using Social Security Work Incentives for youth receiving Supplemental Security Income. The project will increase the percentage of youth participating in employment through an intensive job exploration, training, and placement program at the local medical center. It will develop products for parents, students, school personnel, adult services agencies, and businesses to assist other local education agencies to replicate the model.

Grant Number: H324T990030

Project SPARKLE: Supporting Parent Access to Resources, Knowledge, Linkages, and Education

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Project SPARKLE (Supporting Parent Access to Resources, Knowledge, Linkages, and Education) will develop a new model of individualized learning that will enhance the ability of parents of children who are deaf-blind.

Method: The project will meet the need for learning that is tailored to specific child and family needs by providing parent access to information, training, resources, and linkages, via the Internet in their homes. Parent curricula, media, and other materials will be designed and developed to support individualized learning. During the project, parents will be linked to multiple resources, including local parent centers, community supports, national organizations, and other parents of children who are deaf-blind. Support will also be provided for children through the Individualized Family Service Plan/Individualized Education Program process.

Products: The individualized learning program developed by this project can greatly increase parents' knowledge of educational problems, issues, and effective strategies for their children who are deaf-blind. A general curriculum manual on deaf-blindness will be adapted into a parent curriculum manual with supporting videotapes and a CD-ROM. Many of the materials developed by the project will be designed in a self-study format for use in the home. In addition to dissemination through state and parent organizations, project results will be disseminated through Deaf-Blind Link, a national clearinghouse.

Grant Number: H324T990031

Beyond High School: A Model Demonstration Project to Promote the Inclusion, Independence, and Self-Determination of Students with Mental Retardation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Plano Independent School District, in collaboration with The Arc, will develop a model for the education of students with mental retardation (ages 18-21) which incorporates components of best practice in the education of students with mental retardation and overlays on this framework innovative procedures to promote self-determination.

Method: The project will first evaluate and bolster the school district's services for students ages 18-21 to ensure that all components of a quality transition program are in place. A comprehensive evaluation framework will be designed and implemented to determine the efficacy of these services. Additional instructional activities and supports to promote self-determination will be designed. Faculty will receive training related to transition services, educating learners with mental retardation, and promoting self-determination. The project will be implemented and evaluated in the second year and revised in the third year.

Products: The evaluation used in the project will provide extensive information on practices related to transition and the education of students ages 18-21 with mental retardation. Data generated will be used to examine what characteristics affect educational outcomes, self-determination, and program success. The design, implementation, and evaluation process will result in a model to be widely disseminated. Project materials will include guides to implementation, a video to accompany the written materials, and various Web-based training programs. The Arc will help to widely disseminate information about the model through its extensive network and in its publications catalog.

Grant Number: H324T000001

PAR Model Demonstration Project: Developing, Implementing, and Sustaining Comprehensive School-Wide Behavior Programs for All Students

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This project presents a process-based approach in which collaborative teams of teachers, administrators, parents, and related services personnel work together within a prescriptive format to come to consensus on plans and strategies to prevent the occurrence of troubling behavior, respond to instances of rule compliance and noncompliance in a consistent and positive fashion, and resolve many of the issues that cause or precipitate the troubling behavior. The challenge of managing such troubling behavior in schools is often exacerbated by the presence of students identified as having emotional/behavioral disorders, learning disabilities, attention difficulties, and/or other disabilities. This project addresses Focus 2: K-3 Behavior and Reading Intervention Models.

Method: In partnership with two local school districts, the project will develop necessary materials and processes and will facilitate the development of school-wide, comprehensive plans of behavior in two under-performing high-poverty elementary schools (one urban and one suburban). Major project activities include: 1) the preparation and refinement of training materials; 2) the delivery of school-based training that results in the development of a comprehensive school-wide behavior management plan for all students, particularly those with identified behavioral difficulties who require a functional assessment of their behavior; 3) the development and implementation of school-wide supports (both high and low tech) for the sustainability of the plan; and 4) multi-method evaluation of specific model components, particularly those designed to address the needs of students who do not respond to the universal or inclusive prevention efforts.

Products: The project will develop training materials, deliver school-based training, and conduct multi-modal dissemination of effective processes and products to participating staff development personnel and interested members of the larger educational community.

Grant Number: H324T000003

Student Success = School Success (SSESS): Demonstrating Success for All Youth Using a Data Based School Wide Improvement Model within a Quality Framework - Lessons Learned from Beacons of Excellence in Secondary Education

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Beginning Date: 1/01/01
Ending Date: 12/31/04

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will develop, implement, and evaluate a data-based school-wide improvement model set within a quality framework and founded on lessons learned from the Beacons research, which identified factors associated with the success of four high schools across the country.

Method: The project goals are the following: 1) develop the SSESS Model of Success from Beacons of Excellence research; 2) implement the SSESS Model to improve learning outcomes of all youth; 3) evaluate the effectiveness of the SSESS Model; and 4) disseminate the SSESS model, practices, and evaluation results. Faculty and staff at the Institute on Community Integration at the University of Minnesota will collaborate with Beacons school consultants, SSESS implementation schools team members, consumers, parents, and others to meet the goals of this project.

Products: The intended outcome of the model is SUCCESS — Student Success Equals School Success — and is intended to promote achievement of all students, including students with disabilities, in secondary education. The project will actively disseminate and publicize the findings of the effectiveness evaluation to inform and influence policy, practice, and research.

Grant Number: H324T000006

Promoting Responsible Actions through Intervention and School-Wide Education: Project PRAISE

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Ending Date: 9/30/04

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Purpose: School-wide interventions are needed to reduce the adverse impact of attention deficit hyperactivity disorder (ADHD) on the educational and social functioning of students and to prevent emergence of disruptive behavior disorders among at-risk children. This model demonstration project addresses these needs by implementing a school-wide behavioral management intervention supported by collaboration with key stakeholders outside the school system (parents and providers) to reduce the severity and impact of ADHD among students in preschool, elementary, and middle school settings. This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities.

Method: The project will: 1) increase behavioral compliance and school performance of students with ADHD, as well as their schoolmates, through implementation of a school-wide positive behavior management intervention; 2) demonstrate the effectiveness of a teacher leadership model as an effective method for actively involving school staff in establishing and developing proactive behavioral management of children with ADHD; 3) involve parents of children at-risk for or diagnosed with ADHD in parent-training sessions; 4) increase the quality and frequency of communication among parents, schools, and physicians regarding children with ADHD; and 5) conduct a needs assessment with regard to ADHD and behavioral management in the middle school setting. The project will be conducted in urban eastern Virginia, a region with a high prevalence of ADHD, involving an elementary school (inclusive of preschool classes) with approximately 800 students, of whom 8%-10% or 64 to 80 per year are expected to be diagnosed with ADHD.

Products: The expected outcomes of the project include a decrease in rates of behavior and conduct problems (e.g., referrals to principal and guidance counselor offices, suspensions and expulsions, report card behavioral indicators, referrals for alternative schools), a decrease in the need for special education services, and a decrease in rates of absenteeism, while achieving an increase in academic performance outcomes (e.g., standardized test scores, grades).

Grant Number: H324T000007

Leading Maine to Promising Futures

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Ending Date: 9/30/04

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Purpose: This model demonstration project will develop, implement, evaluate, and disseminate an emerging model of personnel development at the middle and high school levels consistent with the recommendations of Maine's Commission on Secondary Education ("Promising Futures"). The project's overarching goal (to improve and enhance teaching, learning, and school structure) calls for whole school reform, resulting in improved outcomes for all youth. This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities.

Method: Utilizing 'communities of learners,' the project will engage youth, educators, and project staff to make changes in the way in which all youth are educated and schools are structured, to enhance and promote systems change in the project's demonstration schools. Through a collaborative infrastructure comprised of the University of Maine's Center for Community Inclusion, the Maine Support Network, the Western Maine Partnership, Maranacook Middle School, and Mt. Abram High School, the project will design and deliver professional development to middle and high school educators, administrators, parents, community organizations, employers, and youth. In concert with the systemic restructuring initiatives at the national, state, and local levels, personnel development will conceptualize and enact instructional interventions to establish and actualize high expectations for the achievement of high standards for all students, including students with a full range of disabilities. In particular, professional development will include content and skill building in the areas of access to the general education curriculum by all students; alternative and authentic assessment, including portfolio and other forms of demonstration; student-centered planning and transition; positive supports; and inclusive school-to-work strategies.

Products: Major project outcomes include: 1) the design, conduct, and evaluation of school-based professional development designed to assure that middle and secondary educators are skilled and able to realize the achievement of the Learning Results by "all" students in partnership with youth leaders; 2) the establishment and dissemination of a model program to promote statewide systems change in the content and process of middle and secondary education delivery consistent with the "Learning Results" and "Promising Futures" in partnership with youth leaders; and 3) the leadership development of individuals with and without disabilities who will share responsibility in their planning and futures through the design, implementation, and evaluation of model "youth leader" education.

Grant Number: H324T000008

"BUILD" Bridges of Understanding to Inclusive Literacy Development

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Ending Date: 8/31/04

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will address concerns about low performance of American students on standardized tests, inappropriateness of programs, and the need to better implement educational innovations to yield more efficacious outcomes for students and teachers. It will do so by studying the continued work of teachers, university professors, a principal, and a central office administrator as they develop a program designed to improve writing skills of students at Stony Point Elementary School in Albemarle County, Virginia.

Method: Over the past five years, a study group consisting of general and special education teachers and a faculty member from the University of Virginia has developed an innovative literacy curriculum that has resulted in significant gains in writing for the overwhelming majority of students enrolled. The project will document to what degree this evolving system is able to maintain what has been accomplished over the past five years. In addition, the project will study to what degree a group of newly enrolled at-risk students (mostly African American) from a low-income housing project and students with disabilities are successful in this environment.

Products: From a longitudinal standpoint, this study will document to what extent the actions that emerge from collaborative discourse can result in improved learning for a group of students from very diverse backgrounds with vastly different literacy skills. It should help identify patterns of thinking, communication, and actions that improve teaching and learning, and identify contexts wherein these efforts can be created and sustained over time. In addition, the study should help educators and policymakers identify the types of education and support that "enactors" will need in order to provide instruction that yields benefits for all children served within specific settings.

Grant Number: H324T000010

Bethel Early Reading and Behavior Support Project

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Ending Date: 8/31/04

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will develop, describe, evaluate, and disseminate features of a systems approach for effective early reading and behavior support.

Method: The project comprises a three-way collaboration with: 1) Bethel School District in Eugene, Oregon; 2) the OSEP-funded Center on Positive Behavioral Interventions and Support; and 3) the National Center to Improve the Tools of Educators. Attention is focused on the distinctive combination of effective early reading practices and positive behavioral supports in one school district. Equal emphasis will be given to systems and data-based decision making aspects of this implementation of early reading and behavior support. Federal support will enable Bethel Public Schools to refine, describe, evaluate, and disseminate their implementation of effective early reading and behavioral support by providing school personnel with resources (e.g., release time, staff development, evaluation activities, publishing) that normally are not line items in typical working budgets. Evaluation of the Bethel Early Reading and Behavior Support Project will involve a quasi-experimental design in which the school will represent the primary unit of analysis and will serve as its own control. In year one, the study of the implementation of the project will be focused on two schools, and two to four other schools will serve as "wait-controls." In year two, two of the wait-control schools will receive implementation support, and sustainability effects will be evaluated in the year-one implementation schools. This implementation plan will continue through the duration of the project; however, efforts will shift to large-scale evaluation and dissemination activities in year four, especially at the district-wide level.

Products: Dissemination of replicable programmatic descriptions and of model/demonstration effectiveness will be facilitated through a national network of technical assistance centers and professional networks.

Grant Number: H324T000012

School by School: Improving Special Education Experiences

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will implement a well-defined, rigorously tested, effective, feasible, and replicable model for improving results and services for students with disabilities in the context of whole-school reform. This model will ensure that all students, with or without disabilities, get the individualized attention they need to meet learning and achievement goals.

Method: Building on the work of an existing project, this research-based model requires that schools go through a five-step process. First, the schools will form a collaborative school team composed of parents, students, general and special educators, administrators, other school personnel, and members of the community. This team will take the lead on the change initiative, involving and informing all members of the school community. The schools will then conduct a school-wide self-assessment, including collecting data on intended outcomes. Schools will complete a planning process, creating school-wide goals and objectives and action steps. They will implement the resulting plan and establish ongoing evaluation methods to monitor fidelity of implementation, to assess achievement of intended outcomes, and to provide feedback for decision making and improvement. Intensive evaluation of implementation of the model in an elementary, a middle, and a high school during the first two years of the project, followed by a more focused evaluation of outcomes in the third year, will shape the design of the model that will then be disseminated and assessed for replicability in the fourth year.

Products: The project will produce a clearly defined, useful, complete, and transportable model for improving services and supports for students with disabilities through whole-school reform. A "School Guide to SBS-ISEE (School by School: Improving Special Education Experiences) Model Implementation" will be developed and disseminated to describe the five-step SBS-ISEE implementation process. Project materials that support each step, and instructions for how to tailor the process to address state or regional context variations, will be included. Project staff will participate in selected regional, state, and national conferences to present findings and information about the components of the model. Additionally, project staff will share information about the SBS-ISEE model with educational constituents across the country, by creating a link to the SBS project on VIDD's (Virginia Institute for Developmental Disabilities) World Wide Web site, and by requesting links from the World Wide Web sites of all members of the national network of university-affiliated programs.

Grant Number: H324T000013

I Can Read (ICARE)

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Purpose: This project will develop and evaluate a model demonstration school-wide reading program for students who are identified as having difficulty in learning to read. Goals include validating and disseminating a model for teaching beginning reading skills to students with reading disabilities, and preventing the onset of reading deficits and/or remediating reading deficits. This model demonstration project addresses Focus Area 2: K-3 Reading Intervention Model.

Method: Project ICARE is a multi-component program that is based on research in oral language development, phonological awareness, word analysis, fluency, vocabulary, and comprehension. The components of the program include reading curricula and critical features of instruction across kindergarten through third grade, a multi-level instructional delivery of services, professional development and sustainability, and family literacy training.

Products: Project ICARE incorporates multiple measures to determine the effectiveness of the model on student outcomes, reduction of referrals to special education, validation and dissemination of the program, development of sustained reading practices, and the implementation of a home literacy program. Dissemination materials will include conference papers, journal articles, a World Wide Web site, and training materials.

Grant Number: H324T000014

Whole School Approaches to Positive Behavior Supports and Access to the General Curriculum: A Model Demonstration Project

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The Kansas City Public Schools, in collaboration with the University of Kansas, will develop, implement, evaluate, and nationally disseminate a model for whole-school approaches to implementing positive behavior intervention and supports and ensuring access to the general curriculum.

Method: The model for this project's reform has four components for implementing positive behavior supports at the school-wide and individual levels to promote proactive positive, safe, cooperative student behavior. The first component is universal instruction to provide clear explanations and positive feedback for all students throughout all classrooms and non-classroom settings. In this component behavioral expectations are clearly defined and taught, appropriate behaviors are acknowledged, and program evaluations and adaptations are made by a positive behavior support team. The second component is group instruction, which recognizes that some students may benefit from additional instruction to practice the expectations of whole-school positive behavior support. The third component is individual supports and interventions, directed to students who have a need for personalized interventions and support. The final component is school-family-community supports, which recognizes that some students need supports and interventions beyond school settings.

Products: The project intends to produce an empirically validated, school-wide model of access and positive behavior that can be used to ensure that all students, including students with disabilities and those who exhibit challenging behaviors, are engaged in a challenging curriculum and included in school reform and improvement efforts. The model will allow state and local education agencies to address issues of access, positive behavior support, and use of assistive technology, all within the context of a comprehensive school reform model. Project activities will have a direct benefit to students throughout the country, first to students at a local elementary school and middle school campus, then on a statewide level as the model is implemented throughout the state, and finally nationally as information about the model is disseminated widely.

Grant Number: H324T000019

Whole School Reform: Creating Environments That Work for All Children

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. This project is designed to improve outcomes for children who have disabilities through a process of whole school reform that will create an environment of improved collaboration among regular and special education staff, students, and parents. The model consists of two components: whole school reform and effective use of empirically supported instructional strategies for students who have disabilities.

Method: In the model used by this project, six factors were reliably measured and demonstrated to be related to improving functioning of children who have disabilities. These factors are: governance, systemic instruction and curricular innovation, accountability, includedness, parent involvement, and a pro-social discipline policy. A middle school and a high school will serve as the demonstration sites for the project, with matched comparison schools serving as standard practice sites. All students enrolled in special education programs in these schools will participate in the project, and progress indicators for all students will be assessed.

Products: The project will produce a series of strategies to be implemented and monitored, focusing on enhancement of reading comprehension, formative evaluation, positive behavior support, and school and family partnerships, all of which will be empirically supported and related to improved outcomes for students. A replication phase and a multi-method evaluation design will be employed and a user-friendly guide for implementation will be produced.

Grant Number: H324T000021

Evaluating Systems of Positive Behavioral Support in the Prevention and Early Intervention of Chronic Challenging Behavior

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Purpose: This project provides a unique opportunity for educators, administrators, and parents who are faced with the task of creating school-wide pro-active school management systems to assist all children, to prevent further behavioral challenges, and to support children with disabilities through the development of Positive Behavioral Supports (PBS).

Method: Participants will work in teams to develop plans for their unique settings, and will receive on-going instruction, consultation, and assistance on the development and implementation of a system of PBS. The project will work with schools that have established school-wide systems to implement systemic strategies to operate at the secondary and tertiary prevention levels. In addition, the project will work with "high risk urban schools" to develop all three levels of prevention (primary to tertiary), with an eye toward identifying necessary developmental and maintenance features to increase the portability of the process to other schools.

Products: Expected outcomes are an increase in positive engaged learning time, the reduction of exclusionary discipline practices of children at risk and with disabilities, the development of comprehensive systems of individual PBS, and a set of processes and intervention systems that can be readily replicated in other schools that face similar challenges.

Grant Number: H324T000022

Pennsylvania's School-Wide Behavior & Reading Model

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Purpose: Behavior and reading difficulties are intimately linked, as students who have reading difficulties are more likely to exhibit challenging behaviors and be referred for special education services under the categories of specific learning disability and serious emotional disturbance. In this project, the Instructional Support System of Pennsylvania (ISSP), which is part of the Pennsylvania Department of Education's Bureau of Special Education, will conduct a model demonstration program that integrates effective research-based, data-driven, school-wide behavior support and effective school-wide reading instruction.

Method: The model emphasizes benchmark strategies for all students, strategic interventions for at-risk students, and intensive interventions for those students who are currently experiencing difficulties in learning to read and who are exhibiting challenging behaviors. The model will be implemented in two urban school districts characterized by high percentages of low-income families, low academic performance, and disciplinary issues. Using an Implementation Council anchored in each school, K-3 teams will receive ongoing training and technical assistance, including site-based trainings and guided practice over the four-year phase-in period. The elementary schools will progress through the following cyclical process: 1) assessment, 2) design of instruction and supports that are rigorous and research-based, 3) implementation of instruction and supports, and 4) ongoing monitoring including analysis of formative and summative assessments. A key feature of this demonstration model is the essential linkage of assessment, instruction, and support. A triangulation model will be used to assess the effectiveness of the model using case studies and quantitative and qualitative data.

Products: The primary product will be a systematic and replicable process allowing schools to collect, analyze, and use data on behavior and reading to assess, design, implement, and continually monitor student-level interventions. Products will include a procedural manual that explicitly outlines the process of the model, a project-specific World Wide Web site, evaluation reports outlining the extent to which the project is meeting benchmarks and goals, journal publications, conference presentations, and a variety of print materials.

Grant Number: H324T000024

A Universal and Individually Referenced K-3 Behavior and Reading Intervention Model

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Purpose: This project addresses Focus 2: K-3 Behavior and Reading Intervention Models. The project will implement a proactive system of school-wide academic and behavioral support for children K-3 in a manner consistent with current federal and state priorities and mandates. Deficits in the development of early literacy skills will be specifically targeted for support and intervention. Concerns for accountability and efficient allocation of resources will be built into the proposed system. The project will incorporate features proven to be successful in implementing school-wide behavioral and academic support programs into a system to implement empirically supported interventions and will further identify barriers to sustainability.

Method: This project represents a consortium of a county intermediate school district, elementary schools within the district, and regional public universities. Project activities are embedded within existing infrastructure for serving targeted and selected students on a site-specific basis, with technical assistance provided by project staff to allow for professional development of regular and special educators related to early intervention for children experiencing behavioral or reading difficulties. This process allows for the implementation of a continuum of varied interventions for children with academic and behavioral difficulties, provides scaffolded support in all curriculum areas, utilizes ongoing assessment, and offers simultaneous reading and behavioral interventions.

Products: The project will provide for improved student outcomes, accountability, and increased efficiency of resource allocation by informing stakeholders which efforts should be continued, modified, or discontinued, at the student through school-wide levels.

Grant Number: H324T000025

Teacher Training in Teams and Systems Model for Improving Early Behavior and Reading Support for K-3 Students in Nine Elementary Schools

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Beginning Date: 1/01/01
Ending Date: 12/31/04

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Purpose: This project addresses Focus 2: K-3 Behavior and Reading Intervention Models. The project builds on an existing model of effective behavior supports in a suburban school district that includes nine elementary schools. It will add instructional planning and oversight to the model's discipline and behavior support mission, in the area of early literacy/reading instruction.

Method: The new Effective Behavior and Instruction Support (EBIS) teams will use well-grounded skills in team management, data analyses, and program development and evaluation to identify present resources within their systems and adopt new research-validated practices for improving behavioral and instructional outcomes for students. Primary training and technical assistance has been and will continue to be provided by University of Oregon consultants and OSEP technical assistance centers.

Products: The project will continue to provide training in EBIS teamwork, data-based decision making, and systems approaches to selecting and implementing research-validated instructional practices. Additionally, EBIS will demonstrate preferred and promising practices in staff development, including methods for improving classroom management, school-wide discipline, active supervision, social skills instruction, and academic engagement and performance. Expected outcomes for students are increases in students' statewide reading achievement and decreases in antisocial behavior and verbal and physical aggression.

Grant Number: H324T000027

Project ACCESS: Accessing the Curriculum via Computer-Enhanced Study Strategies

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. Project ACCESS (Accessing the Curriculum via Computer-Enhanced Study Strategies) will develop and implement a model for promoting whole-school, systemic adoption of proven computer-enhanced study strategies (CBSS) as a means of providing access to the general curriculum for students with disabilities.

Method: The Project ACCESS model has five components: teacher training, technology, instruction, CBSS materials, and parent participation. The project will coordinate and provide training in CBSS to elementary, middle, and high school teachers in cohorts determined by teacher interest, readiness, and applicability of curriculum. Through the utilization of innovative, cost-effective, and replicable technology, student access to computers, software, and other devices useful for CBSS implementation will significantly increase at each participating school. Part of the ACCESS model provides for sufficient support so that students will share study strategies with others: peers, siblings, parents, etc. Print and online materials will facilitate the systemic adoption of CBSS by providing all learners with clear visual reminders of how each strategy works. Members of each ACCESS cohort will be expected to coordinate appropriate efforts to involve parents of their students in CBSS training and support.

Products: Intended outcomes of the project include data on the effects of computer-based study strategies on curriculum access, academic performance, school satisfaction, and assessment participation of students with disabilities; information about the factors influencing systemic adoption of CBSS; and a wealth of online and print materials designed to facilitate replication of CBSS adoption worldwide.

Grant Number: H324T000030

Project CTS (Connections to Success)

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. This project, Connections to Success, will develop a model integrated service delivery system that will enable a school with a high rate of at-risk students to continue to refine and develop school-wide initiatives to improve the academic outcomes of all students, despite disabilities or language and cultural differences.

Method: Technical and evaluative supports will be provided in order to help schools meet the needs of students who are at risk for academic failure. Evaluative measures such as ecobehavioral observations and parent and teacher interviews will be used to develop the model from a sociocultural perspective. As a targeted population of students from this attendance center progresses to the "feeder" middle school and high school that they normally attend, supports will be provided to ensure that identified students with various special needs receive appropriate services in the least restrictive environment.

Products: The project will take a holistic look at all of the significant participants in the school setting, provide staff development activities based on staff needs and recognized concerns as they engage in school-wide planning, and disseminate materials across a wide variety of contexts on such topics as teacher stress, helping non-English-speaking arrivals make good transitions into their classes, recognizing the signs that lead to disengaging and dropping out of school, facilitating the development of school-wide discipline plans in a multicultural environment, and facilitating engaged teaching and learning strategies.

Grant Number: H324T010001

Accessing Postsecondary Settings Model Demonstration Project

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Beginning Date: 11/01/01
Ending Date: 10/31/05

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Purpose: Tucson Unified School District (TUSD), through collaboration with multiple systems, will develop, implement, evaluate, and disseminate a seamless transition model that will result in high school students with significant disabilities being successful in postsecondary employment, educational settings, and independent living environments.

Method: To accomplish this outcome, TUSD will utilize an interagency planning model to establish an on-campus transition program for high school students ages 18 through 22 on Pima Community College (PCC) campus and a service integration plan that will implement needed support services. Operating the project on PCC's campus will provide students with significant disabilities the opportunity to continue the transition and learning process within integrated, age-appropriate environments with their nondisabled peers. Each student's service integration plan will be tied to their IEP and delineate the responsibilities of the various service agencies participating in the transition process. The project will implement proven instructional and transitional strategies within school and community-based environments and develop an exemplary cooperative transition planning model with local postsecondary agencies.

Products: The outcome of the project will be the development and evaluation of a replicable transition model. This model will accomplish the following: operate from a local community college campus; support students in age-appropriate integrated school and community environments; implement postsecondary support systems through collaboration with multiple agencies prior to exiting from school; and contribute to the knowledge base of understanding educational problems and issues and effective strategies for resolving them.

Grant Number: H324T010009

Boundless Learning: A School-Wide Model for Diverse Learners

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will implement the "Boundless Learning" program, in which special and general education teachers, paraeducators, and administrators will be trained in effective school reform solutions through a combination of face-to-face and online professional development activities.

Method: Participants in "Boundless Learning" training will learn practical strategies and will apply what they learn immediately in their school setting. The project will provide a series of practical, Web-based support mechanisms that will include: 1) electronic learning community (ELC) with instant messaging, a dynamic calendar, and document sharing functions; 2) an interactive Website with resources and project updates; 3) online learning modules correlated to training topics; 4) video vignettes of "authentic" applications of "Boundless Learning" strategies; and 5) online workshops designed to provide on-the-job supplementary training.

Products: The outcomes include the delivery of competency-based, technology-supported training in "Boundless Learning" to over 40 educators in an elementary school.

Grant Number: H324T010018

PARTNERS: Building Co-Teaching Practices in Inclusive Middle Schools

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The PARTNERS project will develop, implement, and disseminate a model for building school-wide co-teaching practices through a mutually supportive mentoring relationship between a middle school with established co-teaching practices and one with emerging co-teaching practices.

Method: The project will form and maintain a partnership with two urban middle schools to build and deepen school-wide co-teaching practices and improve student outcomes in both schools. The co-mentoring process at the schools will be facilitated by the project as teachers and project staff work together to improve student attitudes, participation, and writing outcomes in both schools. Mentoring activities will include school visits and tours, cross-site demonstrations of co-teaching practices, collaborative assessment of student writing, analysis and design of co-teaching lessons, and the development of student case studies.

Products: Project staff will develop a family of products to sustain the work in the schools involved in the program and will disseminate the results to other schools. Products will include print and Web-based examples of effective co-teaching, mentoring protocols, writing assessment formats, case studies of student growth in writing, and co-teaching lessons based on writing standards. The project will work with the two schools to disseminate the refined model, research results, and products through publications, conferences, the project's school reform networks, and its Website.

Grant Number: H324T010022

Early Childhood Mental Health Project

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Beginning Date: 8/16/01
Ending Date: 8/15/05

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Purpose: This project will implement and evaluate the effectiveness of a child care-based, family-focused interagency approach to meet the needs of young children at risk of mental health problems and their families. The project proposes a child care-based, family-focused interagency services approach that is particularly innovative in that effective collaboration will be a core component.

Method: This demonstration project represents a coordinated effort among the University of Nebraska, Lincoln Public Schools, and several child care settings in Lincoln. Effective collaboration will be implemented at the child care settings through service coordinators, interagency family planning teams, and unified service plans. In all instances, the focal point of the service efforts will be the inclusion of the family to help achieve successful school and life options for young children with emotional/behavioral disorders. Parallel to these services, the child care settings will place at-risk children in instructional groups where academic and language instruction is based on effective instructional practices. Additionally, when necessary, functional behavioral assessments will be conducted to determine the purpose of the young children's behavior. Data will be gathered in the areas of child status, family status, interagency collaboration, and case management.

Products: The outcomes of this early childhood mental health program will have a positive effect on the students and parents who will receive the services and the professional staff who implement the program. On the local level, this project will directly serve 100 young children and 100 families by providing strength-based assessment, unified service plans, individualized services, intensive service coordination, effective pre-reading and language instruction, functional assessments as well as parent involvement in decision making process and effective behavioral management strategies. On the state level, this program will serve as a model for other programs. On the national level, this program will benefit teachers, parents, and service providers and reach this audience through mailing lists, working papers, presentations, and research manuals.

Grant Number: H324T010029

Career Ladders Postsecondary Project

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Beginning Date: 11/01/01
Ending Date: 10/31/05

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Purpose: Well-conceived long-term case management—built upon the premise of a trusting relationship and committed to helping individuals ascend a career ladder—can neutralize the adverse effects of disabilities and transform otherwise challenging lives into productive and meaningful ones. The "Career Ladders Postsecondary Project" creates a seamless system on a small but significant scale, based on ongoing availability of services and a unique cohort approach.

Method: Two programs of the Seattle Public Schools, "Career Ladders" and "Transition Success," put students with disabilities in the position to take full advantage of adult services. However, gaps in the system, such as the rehabilitation system's order of selection, create waiting lists. City life presents yet more obstacles that forestall access to services. Regrettably, these two programs must often release students to highly uncertain futures as they graduate from high school. This project will pair the staff of "Career Ladders" and "Transition Success" (fully funded by Seattle Public Schools and the Carl Perkins Act) with the services of two adult service agencies—"Job Connection" and "Mainstay"—selected for their capacity to provide flexible and comprehensive services to people with mild to moderate disabilities and who face a host of risky circumstances.

Products: The project will serve over 250 students exiting transition programs over the next four years. The goal of a greater than 80% success rate—success defined as combinations of college and employment—will be evaluated through follow-up research and reported to the service provider, research, and policymaking communities.

Grant Number: H324T010036

Focus 1 - Steps to Success: A Whole School Model to Enhance Learning through Partnerships

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The Kansas City (Kansas) Public Schools (KCK) and the Beach Center on Families and Disability at the University of Kansas (KU) will develop, implement, evaluate, and nationally disseminate a model demonstration of whole school reform of services for children with disabilities in two middle schools in the heart of Kansas City.

Method: This project will blend three research-based strategies demonstrated to be effective in improving the education of students with and without disabilities: school-wide positive behavior support (PBS), student improvement teams, and community school. Taken together, the project believes that these three reform strategies can effectively improve access to positive behavior support and to the general curriculum for students with disabilities, as well as improve prereferral and general education intervention for students at risk. To achieve this synthesis, the project will fully develop and implement school-wide PBS in concert with strengthening the procedures and results of the budding student improvement team and community school efforts at each school site. In doing so, the project will purposefully interrelate these effective practices, integrating them into the existing district and state school improvement processes. The project will use partnership teams for the district and each school to ensure an empowering management plan that results in effective implementation. The project will use rigorous quantitative and qualitative evaluation methods to improve the model and trace its effects on student deportment and achievement, school climate, partnerships with families, interagency relationships, and ultimately, community wellness.

Products: The project will disseminate the process and results of Steps to Success within KCK, across the state of Kansas, and nationally, through the development of multimedia, professional development materials, presentations, and publications.

Grant Number: H324T010044

Child Care Access

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Beginning Date: 1/01/02
Ending Date: 12/31/05

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Purpose: This project will improve the quality and integration of the services and supports provided to currently underrepresented Part C-eligible children and families, through the coordination of health, mental health, and child care services and supports.

Method: Project activities will focus on children, birth to 36 months of age, who are dealing with stresses of poverty, substance abuse, violence, parents who are mentally ill, and/or complex medical concerns. Eligible children and/or parents will be identified through the Medicaid or CHIP enrollees in Colorado Access and Access Behavioral Care in Denver County, Colorado. The project will implement a transdisciplinary model of early intervention services and supports including a focus on meeting the individual's special health, mental health, and developmental needs in the context of both their child care and family settings. A unique feature of the project is the collaboration between the health and behavioral health plans to provide coordinated funding for a comprehensive service model which includes the provision of service coordination from within the health plan. This project is a collaborative effort of service providers (Project ENRICH of JFK Partners, Project PEARL of Mental Health Corp of Denver), health plans (Colorado Access, Access Behavioral Care), primary care providers in the Special Needs Clinics at The Children's Hospital of Denver, the state Child Care Block Program, and Part C.

Products: Outcomes are identified at child, family, and system levels to include increases in children's functional, developmental, and social skills; increases in parent skill and confidence in supporting their children's development; and increased access on the part of both children and parents to coordinated health services, mental health services, and individualized services and supports in child care settings.

Grant Number: H324T010049

Keeping Everyone in Early Childhood Programs: Maintaining Inclusive Placements for Children with Challenging Behaviors

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: This project will develop, implement, and evaluate a model for providing high quality care and education to children with behavior disorders in community-based child care programs. The project offers a model for inclusion which incorporates three levels of support to child care providers: quality practices, core behavior strategies and beliefs, and special and individualized supports. It uses the existing child care infrastructure and builds on services currently in place in the community.

Method: There are eight key characteristics of the model: individually and developmentally appropriate practices, family-centered care, use of progressive and positive behavioral support specifically designed for child care programs, coordinated delivery of existing services and resources, model development and demonstration in community-based child care programs, extensive training and on-site technical assistance, and a demonstration site for training and dissemination. The project will develop and implement the model in seven community-base child care programs including two family child care homes, two group child care homes, two child care centers, and one after-school program associated with a preschool special education program. The project will gather data to identify the range and types of behaviors presented by young children with challenging behaviors in child care settings, to meet the need for understanding the inclusion of children with challenging behaviors from the child care perspective. All model demonstration activities will be founded on family-centered practices, thus meeting the need for culturally respectful intervention that will support family choice and satisfaction with the child care placement and that will enhance positive outcomes for each child.

Products: A progressive behavior support curriculum will be developed that uses an individualized problem-solving approach to move from addressing quality issues as the foundation for inclusion to more specialized positive behavior supports, thus meeting the need to find the most effective natural supports possible for children with challenging behaviors. Collaborative practices will be cultivated to enhance provider skills as a member of the child's team and to heighten their involvement in seeking community support and making appropriate referrals. The model demonstration processes and materials will be targeted for dissemination locally and nationally to provide ongoing support and technical assistance for child care providers.

Grant Number: H324T010050

Project TRIANGLE: Transition Results through Individuals, AgeNcies, and GeneraL Education

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project is based on the belief that improving students' transition results requires active student and parent involvement in students' secondary education and transition, and meaningful partnerships among special education, students and parents, general education, and community service agencies. The project will be implemented for all youth with disabilities ages 14 and older at Thurston and Springfield High Schools and Gateways Alternative Learning Center in Oregon.

Method: The project will encourage and support active student and parent involvement and build and maintain meaningful partnerships through three general strategies. First, in each school, project staff will work with other partners to develop a "universal" approach to transition services that makes effective use of the many opportunities that already exist in each school for all students to support the transition of students with disabilities (e.g., career center activities, college fairs, Lane County career/job fair, cooperative work experience, personal finance class field experiences). Information about postsecondary options and resources, including information about community service agencies, will be provided through these various universal strategies in a manner that will meet the needs of this group of students and parents. Second, project staff will develop, when necessary, additional learning and support activities for "targeted groups" of students with disabilities and/or their parents who have a need for specific transition planning and services that exceed the type and level of support available universally to all youth in school. Instruction and support activities for targeted groups could include specific classes for students (e.g., focusing specifically on transition, self-determination, etc.); student-to-student support activities (e.g., job club); parent- to-parent support activities (e.g., parent mentoring on transition issues, accessing community service agencies); or summer institutes for students and parents on specific topics (e.g., preparation for attending a postsecondary education institution). Community agency personnel will be more directly involved in these targeted interventions, including through active participation in students' IEP meetings. Third, project staff will develop specific interventions for individuals whose transition support needs exceed the type and level of support available through targeted group strategies. Interventions for these students and their families could involve one-to-one instruction and support around education and transition, direct intervention from multiple community agencies, and specific "wraparound" planning meetings to coordinate services.

Products: The project will develop "User Guides" that present project components, strategies, and outcomes in a manner that can be used by secondary school staff, district adminstration and community agency personnel. Addtitional materials will be developed that will provide information about resources or strategies to be used by parents, students, and secondary staff and agency personnel working directly on transition issues with students and parents. These materials will take different formats depending on the topic, the level of information provided (awareness, implementation, etc), and expected user.

Grant Number: H324T010052

School Wide Behavior and Parent Support Initiative

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will develop and test a school-wide behavior-interventions-and-support model using a systematic, empirically based approach to promote prosocial behavior in students while reducing the incidence of disruptive behavior. It will enhance the school-wide behavior support model through the addition of a parent training program.

Method: The project will extend and enhance previous findings by continuing to build schools' capacity to positively affect all students, including students with disabilities, while providing greater outreach to parents. Capacity building efforts will involve the creation of systemic supports for students as well as teacher training focused on creating more inclusive classroom environments. Outreach to parents will incorporate a model of parent training associated with positive outcomes for children with or at risk for the development of antisocial behavior. Quantitative and qualitative methods of evaluation will be employed to examine the impact of the project on school climate, student behavior, teacher skills and knowledge in dealing with student behavior, and parent support.

Products: The project will develop and disseminate a guidebook describing the components of the school-wide behavior support model that will be distributed to staff throughout the project. The parent training curriculum developed by this project will be delivered to each school participating in the program and two members of each target school will be trained as trainers of the curriculum. The results of the project will be disseminated at the state and national levels through conferences.

Grant Number: H324T010055

Project EXCEL: EXcellence through Computer Enhanced Learning

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: Project EXCEL is a four-year model demonstration project designed to develop, implement, and evaluate a technology-based model for enhancing the success of an ethnically and academically diverse student body in two low-income, urban secondary schools. The project will promote whole-school, systemic adoption of a three-pronged approach to computer-supported studying and learning, each prong designed to increase student access to, and success with, the schools' general education curricula.

Method: The three-strand approach that the project will adopt is as follows: The first strand, computer-based study strategies, will enhance academic performance by teaching specific, student-centered strategies for using computers as tools for information organization, manipulation, and representation. The second strand, networked notetaking, will help bridge the communications gap for students with auditory problems, perceptual problems, or language barriers by providing digital notes of classroom lectures and dialogue projected on screen in real-time. The third strand, electronic reading environments, will promote student comprehension of assigned reading materials through the use of supported text and instruction in electronic literacy skills.

Products: The project will gather, evaluate, and disseminate information, locally, statewide and across the nation, about the model, as well as about the effects of computer-enhanced studying and learning on curriculum access, academic performance, and school satisfaction. The project will also yield online and print materials designed to facilitate nationwide adoption and replication of the project model.

Grant Number: H324T010057

Culturally Responsive Instruction for African-American Males: Reducing Disciplinary and SED Referrals

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Ending Date: 8/31/05

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Purpose: This project, a collaboration between Ohio State University and the Columbus Public Schools, will develop a culturally responsive instructional model focused on improving school success of African American males. The project intends to reduce disciplinary/serious emotional disturbances (SED) referrals while increasing the adaptive and academic behaviors of these students.

Method: The project model involves staff development in empirically validated strategies relative to positive behavior interventions, culturally responsive teaching, and effective instruction. Staff development will consist of participation in seminars and reinforcement, through consultation with experts, of methods learned in the seminars. The model will also include a parent component that provides for ongoing written communication, collaboration on individualized behavior/academic plans, seminar participation, and advisory status. Two other advisory committees will be developed: a professional committee, consisting of school and project staff, local and state-level administrators, and other education professionals; and a committee of students from the school in which the model will be developed.

Products: Over the course of each year of the project, at least 15 school staff will be trained in the components of the model to impact positively the social and academic behavior of 220 low-socioeconomic/minority children, with a particular emphasis on African American males at risk for disciplinary/SED referrals. An applied handbook, an interactive Web site, and instructional videos will provide additional means for school staff to acquire and refine the requisite culturally relevant behavior management and teaching skills.

84.324U
Center on Learning Disabilities

Grant Number: H324U010004

Center for Research on Learning Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The Center for Research on Learning Disabilities will develop valid learning disabilities assessment and identification methods by pursuing two programmatic lines of research: identification methods and individual differences, and state and local practices.

Method: The research on identification methods and individual differences has four objectives. The first is to explore nine distinct learning disabilities (LD) identification methods. The methods will be analyzed in terms of demographic differences and the influence of various classroom-related factors on the methods and on outcomes. The second objective is to administer a battery of tests that addresses cognitive processes, academic achievement, and learner characteristics. The data derived from these tests will be used to predict the children identified by each of the LD identification methods. The third objective is to describe those students who achieve or fail to achieve important sub-goals in reading and math. The final objective is to attempt to determine benchmarks or thresholds for important sequential subgoals in reading and math. The second focus of the project, state and local practices research, will use survey methodology to generate current descriptive information on state policies, conceptual definitions, classification criteria, assessment practices, and prevalence. Analyses will be done to examine and explain differences in state LD populations and prevalence and how policies differ in high and low prevalence states.

Products: Potential users of project data and their information needs will be determined; action reports will be prepared and distributed to them. Professional organizations and advocacy groups will be recruited to help disseminate information as will OSEP technical assistance networks and regional resource and federal centers. Presentations will be made at conferences and meetings of all major LD organizations, and reports and papers will be published in journals and magazines. Video and other electronic-based presentations will be developed and distributed through national networks. Finally, a major LD summit will be convened in the last year of the project.

84.324W

Improving Post School Outcomes: Identifying and Promoting What Works

Grant Number: H324W010005

Synthesizing Secondary School Effects (Project S3E)

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: The Synthesizing Secondary School Effects project (Project S3E) will summarize what was written in the final decade and a half of the 20th century about what works in secondary school programming for youth with disabilities.

Method: The project will spend the first 18 months searching for and acquiring the more than 500 OSEP-funded demonstration project reports, as well as an estimated 500 additional artifacts that were produced in the United States from 1985 to 2000 that conform to the project's fundamental review framework (academic, transition, resiliency) plus (youth with disabilities) plus (secondary level). Using a set of inclusionary criteria (i.e. germaneness of treatments, outcomes, study samples; non-overlap in documents; meeting methodological standards) the project will then select and abstract a final sample of written artifacts, both empirical (data-based) and non-empirical. These abstracts will then be reviewed and sorted by Study Teams during the final 18 months of the project into four interpretive syntheses—one on "empirical academic outcomes," one on "empirical transition outcomes," one on "empirical resiliency outcomes," and one reflecting "practitioner voices from the field."

Products: The project will produce three syntheses of empirical literature—"What Works: Secondary Academic Outcomes," "What Works: Secondary Transition Outcomes," and "What Works: Secondary Resiliency Outcomes" and will produce one synthesis of non-empirical literature—"What Works: Other Voices from the Field." It will disseminate all written products and sustain activities of the project using a variety of easily accessible and cost effective mechanisms. Concurrent throughout the 36-month project will be the development of a World Wide Web site whose purpose is to disseminate in downloadable format all interim and final written products, and to make available via the Internet an interactive search mechanism to locate abstracts of the demonstration project reports using a simple set of key locator terms. The project dissemination strategy will also involve the use of Reference Manager software, allowing simple, easy searching of the abstract database. The database will also be available on CD-ROM.

84.324X

Centers for Implementing K-3 Behavior and Reading Intervention Models

Grant Number: H324X010001

Behavior and Reading Improvement Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: This project will implement and assess school-based interventions enabling administrators and teachers to provide positively oriented school-wide instruction, curricula, and support services to children in grades K-3 who are identified as having marked difficulty learning to read and/or who exhibit serious behaviors that may lead to discipline problems presently or later in life.

Method: The conceptual model for improving behavior is grounded in a systematic approach that provides a school-wide behavior management program derived from accepted practices, with emphasis on positive behavior support that can be implemented inexpensively in most schools. The model is also grounded in principles of instructional design with an emphasis on phonological and phonemic awareness, combined with effective principles for teaching reading to all students, including students at risk for reading disabilities and reading failure. The participating schools have multiple classes at each grade level and students with diverse cognitive, linguistic, academic, behavioral, and cultural characteristics. The project will implement and evaluate a full continuum of interventions, including primary prevention/universal instruction to avert the onset of behavioral problems, secondary prevention strategies to address small groups of students who need additional support or assistance to successfully acquire new skills in reading and behavior, and additional prevention that involves more intense, specialized interventions for individual students with chronic behavioral problems or marked learning difficulties.

Products: This project will add to the knowledge, understanding, development, and advancement of effective practices to serve children in grades K-3 who are identified as having difficulty learning to read or who exhibit serious behaviors that lead to discipline problems as they get older. The project will implement systemic and cost-effective one-on-one improvements in the provision of reading interventions, including systems for professional development and technical assistance, improvements in the provision of behavior interventions, and improvements in reading and behavior results. Efforts to sustain practices developed by this program will be continued through collegial networks developed at each participating school, through informal discussions with change agents, and through the linkage of changes in teaching to student performance data.

Grant Number: H324X010010

Research and Demonstration Center for Behavior and Reading

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: This project will assess the overall and intervention-specific effects of a three-tiered prevention program that includes four evidence-based intervention programs for reading and behavioral problems.

Method: The four specific aims of this project are to assess the overall effects of the primary-level prevention-orientation school-wide discipline program on school climate, social adjustment, and academic performance. It will study the short- and long-term effects of the secondary- and tertiary-level behavior programs and the tertiary-level reading program on children's social adjustment and academic performance and on family functioning. Project staff will implement the four intervention programs in seven representative elementary schools.

Products: Project staff will disseminate information on the research and programs to improve the outcomes for children and youth with disabilities. The project dissemination activities will help increase the knowledge of educators, families, and other stakeholders nationally about strategies for developing, implementing, and sustaining an effective three-tiered prevention program that integrates a tertiary-level reading program.

Grant Number: H324X010011

Center for Early Intervention in Reading and Behavior to Improve the Performance of Young Children

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The Center for Early Intervention in Reading and Behavior will introduce a model early intervention program that systematically implements research-based effective reading instruction for all students as a primary level prevention of reading failure. The program will also feature systematic screening and assessment to determine which students may be in need of more intensive instruction and behavioral support to learn and function in their educational settings.

Method: The project will target children at risk for and with emotional and behavioral disorders (EBD) and learning disabilities (LD) in K-3rd grade in eight urban and suburban culturally diverse schools. The Center will establish a multiple-gating, school-wide assessment protocol to identify young students with EBD or LD and implement reading instruction to improve the performance of children with marked difficulty learning to read. It will also implement behavior intervention, including school-wide discipline, to improve the social and behavioral performance of young children at risk of or with EBD. The model will also include professional development procedures for teaching school staff screening, assessment, team-based decision making, selection of effective targeted reading instruction, and effective individualized and school-wide behavioral intervention.

Products: The Center will demonstrate the important relationship between reading problems and behavior problems and how through implementation of its intervention strategies schools can improve reading skills and behavior. The project intends to demonstrate how a professional development program can foster successful school implementation of early screening and identification of children in need of intervention, how the availability of effective evidence-based practices address bevhavior and reading, and how ongoing evaluation with student outcome measures can form the basis for team-based decision making. The project will develop evidence-based practices for teaching reading and development of school-wide and individual behavioral supports with diverse populations and in multiple school sites.

Grant Number: H324X010013

Preventing Reading Difficulties: A Three-Tiered Intervention Model

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Beginning Date: 1/01/02
Ending Date: 12/31/06

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Purpose: This project will implement, evaluate, and disseminate findings from a model school-wide reading program designed to ensure that all students acquire adequate proficiency in reading in the earliest years of schooling. The program will be implemented through a systematic, school-wide, three-tiered intervention system for preventing reading disabilities.

Method: The three tiers of intervention are regular classroom instruction comprised of the critical elements of reading instruction, supplemental instruction in a one-teacher to four-student format, and supplemental instruction in a one-teacher to two-student format. All levels of intervention include screening and systematic progress monitoring. To ensure that the instruction provided to students incorporates the critical components of effective early reading instruction and that schools will have the capacity to sustain quality instruction after the project, all K-4 teachers at participating schools will be involved in intensive and ongoing professional development.

Products: Data from this project will be used to describe and evaluate the reading growth, self-perceptions, and characteristics of students over time, as well as to assess the effectiveness of each tier of intervention. The project is intended to significantly contribute to the knowledge base on preventing reading disabilities through effective early reading instruction and improving early and appropriate placements in special education. It will also demonstrate how professional development, parental involvement, and judicious deployment of school resources can result in a sustainable school-level reading program that promotes high levels of literacy for all students.

Grant Number: H324X010014

Center for Improving Reading Competence Using Intensive Treatments Schoolwide (Project CIRCUITS)

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Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Ingrid Oxaal
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Purpose: Project CIRCUITS will implement, evaluate, replicate, and disseminate systemic prevention models that will accelerate and sustain the early reading achievement of students with reading disabilities or who are at-risk of disabilities in grades K-3. The Center will: 1) elucidate, through case studies, features of the home, instructional, developmental, and cultural contexts for students requiring tertiary prevention; 2) evaluate longitudinally the effects of individual students' responses to tertiary prevention by manipulating levels of intervention intensity and evaluating the sustainability of positive reading trajectories; 3) identify the combinations and intensity levels of tertiary instruction necessary to achieve satisfactory early reading trajectories; 4) examine the cost effectiveness of schoolwide prevention models, particularly tertiary prevention, on K-3 children's reading outcomes; and 5) disseminate methods, findings, and profiles to practitioners, research, and parent audiences.

Method: The project will be implemented in 12 schools in three areas across the nation involving over 300 children in tertiary prevention and almost 4,000 children in primary and secondary prevention in grades K-3. A longitudinal design and three-circuit model of tertiary prevention will be developed, implemented, and evaluated over the five-year period to study the initial and cumulative effects of intervention and the sustainability of effects. Professional development will be provided to all teachers, specialized personnel, and administrators in the first year of the project through Institutes on Beginning Reading. The focus during the first year will be on kindergarten and the design of tertiary prevention for children identified through early screening as at risk for reading difficulty. Each subsequent year, the next grade will be the focus of tertiary prevention and activities to evaluate the sustainability of the previous grade will be examined with a new cohort of children. The project will implement a dynamic formative assessment system of all children K-3 and of intervention "circuits" in schools. Reading achievement will be measured formatively and longitudinally using a range of validated measures.

Products: Outcomes will include a framework of generalizable model components and circuits that effect early reading achievement across sites and schools, tertiary intervention profiles that will accelerate and sustain adequate reading growth, learning profiles that typify differences among children, Web-based systems of intervention support, and efficacy analyses based on student achievement and cost-benefits.

Grant Number: H324X010015

Research and Demonstration Center on School-Wide Behavior Support

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
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Purpose: The Research and Demonstration Center on School-Wide Behavior Support will demonstrate school-based models of effective programs and practices to serve children in grades K-3 who are identified as having marked difficulty learning to read or who exhibit serious behaviors that lead to discipline problems as they get older. Specifically, the Center will examine, with approximately 90 schools from representative school districts and states across the nation over a five-year period through experimental and programmatic research methods, the effectiveness, efficiency, durability, and relevance of school-wide behavior support in schools.

Method: Although researchers throughout the U.S. have established demonstrations of school-wide behavior support in over 600 schools over the past 10 years, critical research and demonstration questions still exist, such as: 1) whether a functional relationship exists between school-wide behavior support and a) change in the discipline systems within schools; b) reduction in problem behavior (e.g., rates of office discipline referrals, observed problem behavior, suspensions and expulsions, referrals to special education); c) academic achievement (e.g., rates of engagement, state-wide test scores, grades, reading rates), and d) and school climate (e.g., staff, student, and parent knowledge and perceptions; quality of school environment); 2) whether a positive correlation exists between the level of school-wide behavior support and its features, and the durability of school-wide practices and outcomes; and 3) the benefits compared with the costs of implementing school-wide behavior support. The Center will be led by researchers at the University of Oregon in collaboration with researchers and school-based implementers in Missouri, Florida, Hawaii, and Illinois.

Products: Dissemination of research and demonstration outcomes and replicable programmatic descriptions of effective practices and systems will be facilitated and made available through a national network of technical assistance centers and professional networks.

84.324Y

Coordination Center for Implementing K-3 Behavior and Reading Intervention Models

Grant Number: H324Y010001

Coordination, Consultation, and Evaluation Center for Implementing K-3 Behavior and Reading Intervention Models

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Beginning Date: 1/01/02
Ending Date: 12/31/06

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Purpose: This center for coordination, consultation, and evaluation will work with six research centers implementing behavior and reading intervention models for K-3 students. The center will provide technical assistance and consultation to the research centers and evaluate their intervention programs.

Method: Project resources will focus on professional development of teachers intervening with children with marked difficulties in reading and/or behavior, provision of evidence-based interventions for these students, support in all curricular areas for K-3 children, a framework for continuous assessment to determine and predict progress, exploration of the sustainability of various interventions, and study of the interventions' effects on the interdependence of students' reading and behavior difficulties.

Products: The multidimensional framework developed by the project will feature recent methods from evidence-based interventions research and will provide a multimethod, multisource approach to evaluation, with measures of student, classroom, and system outcomes, and an organizational development/management plan based on problem-solving consultation and technology-facilitated communication and data management. The framework and other results of the project will be disseminated using traditional and advanced electronic means.

84.324Z
Center for Evidence-Based Practice: Young Children with Challenging Behavior

Grant Number: H324Z010001

Center for Evidence-Based Practice: Young Children with Challenging Behavior

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Beginning Date: 1/01/02
Ending Date: 12/31/07

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Purpose: This project will establish a Center for Evidence-Based Practice focused on the needs of young children with challenging behavior. The Center will be a national collaboration of researchers and organizations committed to the development, dissemination, and utilization of practical knowledge related to effective intervention and prevention of challenging behaviors in young children.

Method: The Center will raise the level of awareness and implementation of positive, evidence-based practices and build an enhanced and more accessible database supporting those practices. The project will engage in a comprehensive, multidisciplinary process for identifying evidence-based practices, prepare preservice and inservice personnel preparation materials and strategies, and develop a collaborative research agenda with input from consumers and families.

Products: The project will develop partnerships with national early childhood organizations and multidisciplinary and multicultural dissemination networks to ensure a widespread campaign of awareness and systems enhancement. Materials from the project will be used to improve personnel preparation in multiple disciplines at the preservice and inservice levels.

STUDIES AND EVALUATIONS

84.329A
An Evaluation of the State Improvement Grant Program

Grant Number: H329A000003

An Evaluation of the State Improvement Grant (SIG) Program

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: Westat and its subcontractors, The Study Group and the Urban Institute, will conduct a formative evaluation that is goal-directed and logic-based, and that will result in recommendations that are useful in upgrading the State Improvement Grant (SIG) Program's effectiveness. Four evaluation questions will guide this investigation: 1) What are the SIG program expectations?; 2) How is the SIG Program performing?; 3) How does SIG Program performance compare to expectations?; and 4) What actions should be taken to increase the likelihood of program success?.

Method: This project will use record extraction, interviews, general and customized surveys, and direct observation of key program activities to collect quantitative and qualitative data on two types of descriptive measures: 1) What is actually occurring in the program—its performance, and 2) what is intended or expected to occur. The project will conduct a study that comprehensively focuses on performance and expectations and will collect data each year at the Federal level and from all funded states. The project will also conduct in-depth examinations of three key issues affecting the SIG Program's attainment of its goals: 1) the adequacy and appropriateness of the state project evaluation models; 2) the extent that the SIG Program is leading to increased use of research and best practice; and 3) the extent that the SIG Program is leading to systemic improvement.

Products: The project will profile data on actual performance against descriptive data on program goals and expectations. When this profiling yields differences between performance and expectations, and these differences threaten the likelihood the SIG Program will attain its fundamental goals, the project will describe these differences together with recommendations to OSEP to take one or more actions. These recommendations may be designed to alter performance, revise expectations, or both.

84.329E
National Early Intervention Longitudinal Study

Grant Number: H329E010001

National Early Intervention Longitudinal Study

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: This project is a continuation of the National Early Intervention Longitudinal Study (NEILS), which addresses the questions of: who are the children and families receiving early intervention services?; what services are they receiving, what are their costs, and how are they delivered?; what outcomes are the children and families experiencing?; and how do outcomes relate to variations in child and family characteristics and the services provided? Central to the study is the conceptualization of disability and child and family outcomes.

Method: Two major types of data will be collected during the five years of the project. A family member of the sample child will be interviewed in the fall of the year that the child is of age to be eligible to begin kindergarten. In the spring of the child's kindergarten year, the child's teacher will be asked to complete a survey. The project will analyze and report longitudinal data and develop a plan for a new study.

Products: Descriptive, comparative, correlational, and explanatory analyses will be undertaken to look at different patterns of child development at 36 months and at kindergarten to assess the effects of socioeconomic, demographic, and health-related factors on development, and to isolate and explain the effects of early intervention on children and their families. The information acquired in NEILS will be studied in conjunction with an advisory board and a family task force to produce a comprehensive plan for the next national early intervention longitudinal study.

CONTRACTS

Contracts

Contract Number: ED99CO0091

Special Education Expenditure Project/Center for Special Education Finance

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Purpose: This project will design and conduct two interrelated research and development endeavors: the Special Education Expenditure Project (SEEP) and the Center for Special Education Finance (CSEF). The SEEP will determine the total and per-pupil amounts spent on special education services throughout the U.S. More significantly, SEEP will collect data in such a way as to increase understanding of the overall pattern of allocation of education dollars to students with disabilities. While SEEP is very much data driven, the role of the CSEF is to recognize the policy context for this research. The CSEF will establish an ongoing center for a variety of activities focused on increased understanding of the relationship among federal, state, and local policies regarding the funding of special education programs.

Method: SEEP will focus on how federal, state, and local funds are blended with support from other social service enterprises to provide for the needs of students with disabilities as mandated under the Individuals with Disabilities Education Act (IDEA) of 1997. This study will explore the fiscal impact of specific changes in the IDEA-Part B legislation, including such elements as the new fiscal provisions pertaining to disincentives for placement in the least restrictive environment requirements, the increased flexibility for the provision of instructional services to students with disabilities in general education classrooms, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, increased emphasis on blending of funds in school-wide programs, and the establishment of new higher standards for all students. The project will also address the patterns of variation across different types of students by disability and in different kinds of institutional settings (e.g., public school districts, cooperatives designed to serve students with disabilities, and private schools). Finally, the study will explore the fiscal relationship between special and regular education programs. The study sample will include approximately 250 school districts and cooperatives along with approximately 1,000 schools serving students with disabilities. Within these schools, the project will collect information on a sample of approximately 12,000 individual children to capture the relationships among student needs, services provided, and expenditures. To collect uniform resource allocation information in areas where districts do not generally maintain thorough and uniform records, the SEEP will rely on an "ingredients" (Resource Cost Model or RCM) approach to collection of resource information. CSEF will support the design and conduct of the SEEP, and it will provide an outlet for the synthesis and dissemination of the findings of SEEP. At the same time, CSEF will promote a connection with the world of special education policy in order to enhance the understanding of the linkage between alternative funding models and the patterns of resource allocation.

Products: The SEEP database will be designed with both a descriptive and analytical capability in mind, and CSEF will provide relationships to the policy world that will enhance provision of valuable insights to special education policy constituencies.

Contract Number: ED00CO0010

Study of Personnel Needs in Special Education (SPeNSE)

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Beginning Date: 2/04/00
Ending Date: 2/03/02

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Purpose: The Study of Personnel Needs in Special Education (SPeNSE) will address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of a national assessment of the Individuals with Disabilities Education Act mandated by Congress, SPeNSE will examine: 1) the extent to which personnel are adequately prepared to serve students with disabilities, 2) variations in personnel preparation, and 3) factors that explain that variation.

Method: SPeNSE will provide information on the quality of the workforce nationally, within each geographic region, and within and across personnel categories. In addition, researchers will explore ways to explain the quality of the workforce based on state and local policies, preservice education, continuing professional development, and working conditions. Based on the results of the study, researchers will make recommendations for action at the national, state, and local levels and for institutions of higher education. SPeNSE will include personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Approximately 10,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals will be asked to participate in a telephone interview. Information from the interviews will be analyzed, along with data on state policies and practices, to describe workforce quality and factors affecting it.

*Products:*Results from SPeNSE will be used for a variety of purposes: 1) they will be disseminated to state and local education agencies and regional organizations to help improve the quality of the workforce; 2) they will inform a national agenda on personnel preparation activities; and 3) they will be used for Congressional reports that address the implementation of IDEA.

Contract Number: ED00CO0017

Special Education Elementary Longitudinal Study (SEELS)

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Beginning Date: 1999
Ending Date: 2003

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Purpose: As a part of the Office of Special Education Programs'long-range plan of longitudinal research, the Special Education Elementary Longitudinal Study (SEELS) will generate the most comprehensive and definitive information source on students in special education as they transition from elementary to middle and middle to high school, including data on student, household, and school characteristics; school practices and policies; special education program features; classroom instructional practices; and student outcomes over time.

Method: SEELS will involve a large, nationally representative sample of students in special education who are ages 6 through 12 at the start of the study. This sample of students will be nationally representative of each federal special education disability category and each single-year age cohort. The six-year, three-wave study will involve a massive data collection effort, which will include parent interviews, school-based surveys, student record reviews, and direct assessments and interviews with the sampled students.

Products: The study will produce research reports, study briefs, and an interactive World Wide Web site.

Contract Number: ED00CO0026

The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)

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Beginning Date: 4/07/00
Ending Date: 4/06/05

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Purpose: This study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: 1) improving performance for students with disabilities; 2) supporting students with disabilities in the least restrictive environment; 3) facilitating the use of positive behavioral supports; 4) increasing positive parent involvement; and 5) promoting successful transitions for young children to school and young adults to post-school life.

Method: The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. his longitudinal study will answer the following research questions: 1) how is IDEA being implemented?; 2) what is the status of each of the identified issues?; 3) what are the contextual factors influencing the implementation of the legislation?; 4) what is the relationship between implementation and the results?; 5) what are the intended and unintended outcomes of the legislation?; and 6) what are the critical and emerging issues in states, districts, and schools?.

Products: The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's World Wide Web site.

Contract Number: ED01CO0003

National Longitudinal Transition Study - 2 (NLTS2)

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Beginning Date: 1/02/01
Ending Date: 1/02/10

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Purpose: As a part of the Office of Special Education Programs' comprehensive program of longitudinal research related to the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA '97), the National Longitudinal Transition Study 2 (NLTS2) will follow a large, nationally representative sample of students in special education who are ages 13 through 17 and in at least 7th grade when the sample is selected (Fall 2000). These students will be followed for ten years until the oldest cohort is 26 years old. This longitudinal study will follow a cohort of students through high school and into early adulthood, documenting the progress of these students in academic, vocational, and life-skills curricula (as appropriate) and their post-school outcomes such as postsecondary participation, employment, independent living, and community participation. The general aim is two-fold: 1) to study longitudinally the educational, vocational, social, and personal achievements of students with disabilities during adolescence and early adulthood together with the familial, social, institutional, and cultural factors that account for the variability in those outcomes; and 2) to use this information to suggest improvements to education policy, implementation, and practice.

Method: NLTS2 will draw a random sample of students receiving special education from a nationally representative sample of local education agencies (LEAs) and a sample of state-supported special schools. The NLTS2 sample will be generated by randomly selecting students receiving special education from rosters of LEAs and state-supported schools that serve students of the appropriate ages in special education. The universe of eligible LEAs and special schools will be stratified by key factors to enhance representativesness; these factors are geographic region, district enrollment, and district/community wealth. A sample of approximately 13,000 students will be selected so as to generate 1,250 in each disability category, with the exception of the three least populous categories--1,012 students who are autistic, 559 with traumatic brain injuries, and 122 who are deaf-blind.

Products: A variety of reports in several different formats is anticipated. These reports will be available on the project's World Wide Web site at www.nlts2.org.

Contract Number: HS97017001

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

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Beginning Date: 9/30/97
Ending Date: 9/29/02

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Purpose: The Research Triangle Institute (RTI) with a subcontractor team will assist OSEP's Division of Research to Practice (DRP) in advancing OSEP's mission of improving results for children with disabilities in ways that support the development of independent, productive citizens.

Method: RTI's proposed team has expertise and experience to provide assistance in all the required technical activity areas: strategic program planning and management, policy assessment, discretionary program assessments, communication of research, management services for conferences and meetings, and performance management. Strategic program planning and management will provide a framework for the entire technical support effort. Policy assessments are one vehicle through which OSEP identifies, explores, and responds to strategic issues that emerge in its federal, state, or local environments. Program assessments are critical in measuring progress and performance with respect to a strategic plan. Communication of research is a key component in moving research to practice. Finally, providing management services for conferences and meetings is essential to the strategic planning and implementation process.

Products: RTI's experience allows it to offer a diverse set of skills and knowledge to support DRP as it strives to achieve greater impact from the research investments it manages under IDEA. RTI's staff and those of its subcontractors will extend and enhance OSEP's capacities to establish, support, manage, and leverage an optimal research investment portfolio.

Contract Number: HS97017002

Project Title:Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Kane, Michael
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Beginning Date: 9/30/97
Ending Date: 9/29/02

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Purpose: The American Institutes for Research will continue to provide to OSEP's Division of Research to Practice (DRP) technical support services similar to what they have provided over the past five years.

Method: This contract will support OSEP's expanded technical support needs by providing it with ready access to a qualified team of organizations, senior staff, and university-based researchers who have extensive experience in general and special education and in working with OSEP. Activities include: strategic program planning and management, policy assessment, discretionary program assessment, communication of research, management services for conferences and meetings, and the establishment of a performance measurement system.

Products: By continuing to manage DRP's research portfolios and communicating the special education knowledge base in order to build upon past accomplishments, leverage limited resources, and contribute to effective and sustainable knowledge use The American Institutes for Research, under this contract, will be continuing its work to improve results for infants, toddlers, children, and youth with disabilities across all environments.

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